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The Official Magazine of the National Congress of Parents and Teachers

NOVEMBER 1944

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Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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MEMBER OF THE





First Thanksgiving

*Therefore I, William Bradford, by the
grace of God today
And the franchise of this good people,
governor of Plymouth, say—
Through virtue of vested power—ye shall
gather with one accord
And hold in the month of November,
thanksgiving unto the Lord.*

PRESTON

The President's Message

EDUCATION FOR NEW TASKS AND NEW TASKS FOR EDUCATION

IT is significant that we celebrate Thanksgiving and American Education Week in the same month, because there is nothing for which we have more cause to be thankful than our great system of free public schools, the freedom of thought within our schools, and the right to follow knowledge wherever it may lead us. No people can be free or exercise the principle of self-government and be illiterate.

One of the new tasks for education is to reach "the illiterate billion" of the world. The great apostle to the illiterate, Dr. Frank Laubach, whose system of each-one-teach-one is one of the most significant educational contributions of this generation, says in his book *The Silent Billion Speak*:

The most bruised people on this planet, the naked, the hungry, the fallen among thieves, the sick, the imprisoned in mind and soul, are the twelve hundred million illiterates.

These millions have never had a delegate anywhere, are voiceless, for they cannot read, or write, or vote. . . . They are the silent victims, the forgotten men, driven like animals. . . . The illiterate majority of the human race does not know how to make its cry reach us. . . .

The curve of literacy, which has been nearly stationary in Asia and Africa since the dawn of man, is now turning upward. The present trend . . . indicates that we may expect within fifty years that 500,000,000 new readers will step out of the silent ranks of illiteracy and speak for the first time. That is the most stupendous, the most arresting, the most ominous fact, perhaps, on this planet. . . . What will happen when this dumb two thirds shall speak after the silence of centuries?

New tasks for those of us who have been privileged in our educational opportunities? New tasks for education as one of the most important forces in the world? The implications are beyond belief. New vistas of a truly democratic world, when *all* men can help shape their own destiny, open before us. The sort of destiny they choose will depend on their thinking, and their thinking will depend on what they are taught. Will they have the warped ideas of totalitarianism instilled into them, or will they believe in the brotherhood of men, in the rights of the individual, in the possibility of a peaceful world in which every nation and every person within that nation may find a place?

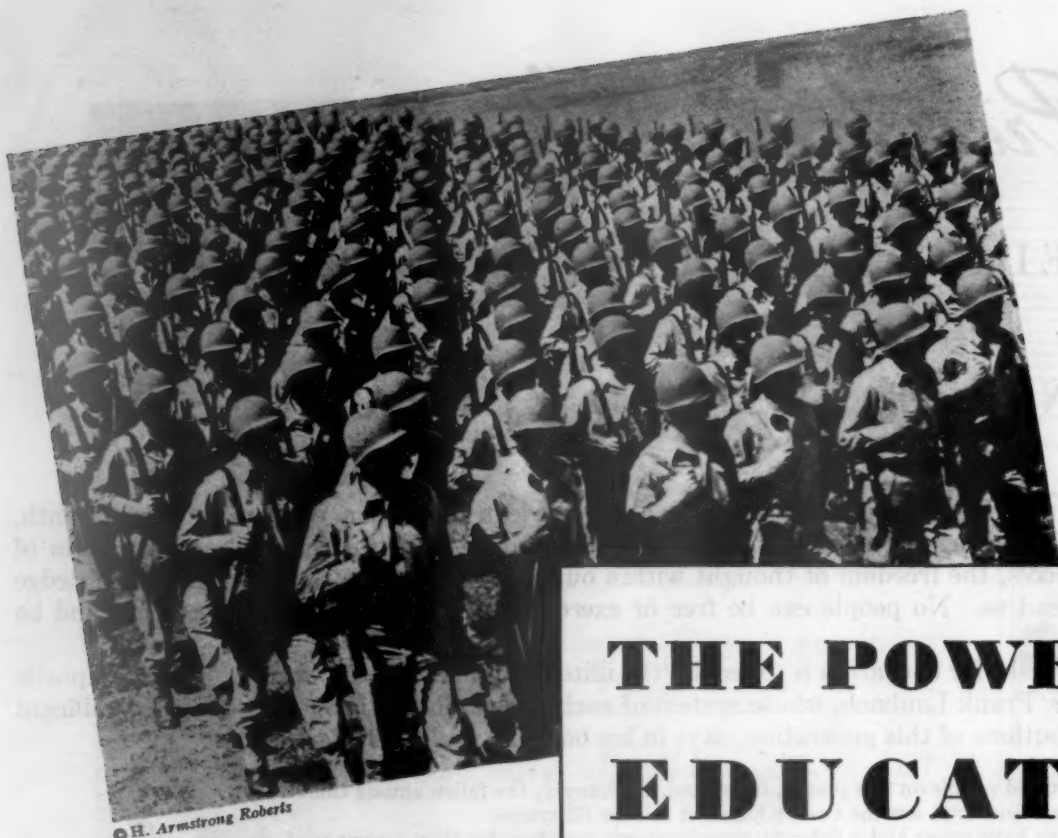
Those who are responsible for international planning have never given sufficiently serious consideration to the place of education in world affairs. National boundaries, tariff policies, and other matters that seem so important shrink into insignificance when we stop long enough to think through the possibilities inherent in education—the right sort of education—for creating the world of tomorrow that we desire for our children.

Nor are all the educational problems in Europe or Asia; there are many in our midst here at home. Let us recognize our own needs and fill them, as we can do so easily if we are but willing to spend the equivalent of the cost of a few weeks of war in building toward our national well-being. Then let us do our part in helping the less fortunate, wherever they may be. May we work through children and youth everywhere to instill ideals and ideas that will lay a solid foundation for future good relationships among *literate* peoples the world around.



Gennetta A. Hastings

President, National Congress of Parents and Teachers



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LYLE
W.
ASHBY

THE POWER OF EDUCATION

A FEW weeks ago I stopped with my family to buy some peaches at a large fruit orchard and packing plant on the eastern shore of Maryland. As we drove up beside the plant my twelve-year-old son exclaimed "Prisoners of war! Look!" And sure enough, there were thirty or more young German prisoners working in this plant. Except for the letters *PW* on their uniforms they looked a good deal like any group of young Americans. When we told our younger seven-year-old son who they were and what that *PW* meant he could hardly believe it. He had thought that a Nazi soldier would look like a fierce and inhuman ogre.

Yes, externally these men and others like them look much like a group of ordinary young Americans. Yet internally—in their attitudes, ideas, and ideals—they are far different from our own young men, who have been brought up in a free way of life. They are the product of the Nazi educational system.

The men who plundered Poland, the men who committed the act of unspeakable barbarism at Lidice, the fiends who ordered and carried out the burning of human beings in vast human incinerators, the Nazis who thought they were supermen—they all marched out of the schoolrooms where flourished the youth movement of Germany.

The Nazi leaders planned it that way. They based their whole scheme of conquest and power, hate and greed, lust and inhumanity, upon a pro-

gram of education beginning with the smallest children. They didn't do it halfheartedly. Day after week after month after year the children and young people were taught Nazi militarism, the theory of the master race, the rejection of almost all the moral values in which free people believe. Worst of all, these youth were robbed of the right to learn to think for themselves. Adolf Hitler has given the world an object lesson in the mighty power of education. He and his party had time for children and young people; they gave them a place of importance.

To stem the tide of aggression generated by this evil educational program, untold sums of money have been spent and millions of men and women and children have been burned, bombed, drowned, shot, and starved to death. For generations to come the vicious effects of this war will be a yoke upon men and nations. The wreckage will live on after the wreckers.

What Is the Answer?

IF education can be used so successfully as a weapon for evil, can education not be used with equal success for constructive good? *This is undoubtedly the greatest issue facing the world today.* It underlies all questions of organization, of

commerce, and of intercourse among the nations of the world.

Some other countries have already recognized this constructive power of education. Russia's tremendous progress has been made through the education of her people in all cultural and technical fields. The vast achievements of the Soviet Union in the present conflict would have been utterly impossible without her widespread educational programs that have been developed during the last two decades.

Britain likewise is embarking upon the boldest educational program in all her history—a plan that will almost double her expenditures for education. Why? Because the war has taught her the value of every human resource. Britain knows that only through the strength of her people will she be able to maintain her place of leadership in the world. Winston Churchill recently called Britain's plan the "most comprehensive scheme of universal education ever devised by and for a responsible government. We cannot understand the world and its inventions, nor maintain our place in the world in these complex times, without such education."

What about our own country? We pride ourselves on our schools, but have we been making the fullest use of all our human resources? Look at the record revealed by the war: Three hundred and sixty thousand men signed the first draft with a mark because they could not write their own names! More than 600,000 men were unable to do fourth-grade reading and writing or to pass the equivalent army intelligence test. More than 250,000 of these had no other defects, but Selective Service reported in July 1944 that 5,000,000 of the 22,000,000 registrants between eighteen and thirty-seven were "not physically fit to assume their responsibilities as citizens in war."

Illiteracy, ill-health, and emotional instability affect the production line as well as the fighting front. They hinder our progress in peace as well as in war. Meantime, when health is such a vitally important asset, only half the boys and fewer than half the girls in their last two years of high school are today receiving organized instruction in physical education!

Millions of boys and girls are attending schools that are utterly inadequate. Many are not in school at all. Child labor is widespread. One fourth of all the boys and girls aged fourteen through seventeen are in the nation's labor force. Juvenile delinquency has reached alarming proportions.

No, in this country we are not taking education as seriously as we should. The time has come to put a stop to human waste everywhere—not just in one community or one state or one

THE mightiest power in America today, the surest weapon against future aggression, the most efficient tool to use in building a new and improved civilization—what is it? Education, which we have always believed in but never realized in its fullest potentialities, today offers a challenge to every citizen of these United States. Parents and teachers are challenged above all others, for in their hands are the children and young people whose lives now and in the years to come will be affected by their decision.



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region but everywhere under the Stars and Stripes. And providing good schools for all America's children is the first step in this direction.

Consider these facts, revealed by the 1940 census: Three million adults have never gone to school at all; 13½ per cent of our adults have not completed the fourth grade; 56 per cent of our voters have only an eighth-grade education or less; 75 per cent have not completed high school.

The Axis powers give their people no voice in the government, no personal freedom. In our country most people make their own decisions, but in far too many cases they do not have enough education to do so wisely. Of course, many of our best citizens are men and women with little formal education, but, in general, areas of educational neglect are fertile soil for the seeds of demagoguery, discontent, and degradation. America cannot afford to allow these seeds to grow.

The surest way to safeguard democracy in the years to come, on every front—social, economic, and political—lies in giving the best possible education to all the children of all the people *now*.

Let us look at some of the great issues that will confront our country after the war and consider the role of education in their solution.

Intolerance Must Go

ONE is the problem of intolerance. The dictators we fight are intolerant of other peoples, of other ideas, of other ideals. Around the globe American boys are fighting and dying to put down the evil forces of intolerance.

The great strength of our country lies in the ability of peoples of many races and creeds to live together as Americans. But if we are honest with ourselves we know that there is much intolerance here at home. Minority groups point out that when America is fighting a war for justice abroad, justice should certainly be practiced at home. Even in the midst of the war effort smoldering sparks of tension and antagonism are bursting into flame in many places.

Grave troubles are in store for us if we do not at once seek to remedy the causes of such hostility. Immediate steps need to be taken to remove discrimination against minority groups as rapidly as

possible. But the long-run solution to the problem is education—education that will produce changes in the thinking and in the actions of men and women.

Education can and does affect the attitudes and the actions of the child of today—the citizen of tomorrow. Programs at Springfield, Massachusetts, and elsewhere have proved that the right type of education can develop wholesome attitudes on the part of children. It can teach them to think straight on questions of racial, religious, and national differences; it can give them contacts with different kinds of children; it can help them to cultivate the habit of wholesome self-criticism.

Different sections of the country will need to deal with these problems in different ways—but deal with them we must if we are to achieve at home the justice and liberty for which we fight abroad.

Can We Have Full Employment?

THE problem of full employment is another issue that confronts us. Men without jobs. Hunger. Bread lines. This was the depression of the 1930's. We did some things to try to correct these conditions—but not enough.

When war came, jobs came. Suddenly manpower was terribly scarce. Men, men, more men was the cry of the armed forces, of industry, of government. Now we know we can produce beyond anything we had dreamed possible. We are confident of winning the war.

Still, many people are fearful of the



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future. And this is their fear: Will my job end when the war ends? But if people can have jobs in war, why not in peace?

A period of prosperity will follow the war in spite of immediate dislocations in employment. National income and purchasing power will be great for a time. People will have many wants. They will have war bonds to cash.

After this period is over, the real test will come. How shall we meet it? How shall we manage a national debt of 260 billion dollars, or perhaps much more? The only possible way is by maintaining our national income at a high level—well over 100 billion dollars a year.

This we can do only if we have the intelligence, the skill, the vision, the unselfishness, and the will to do it. And we cannot achieve these qualities except through a universal, high-grade educational program. Only if we have a universally well-educated people can we support a prosperous peacetime economy that will endure.

Another Lost Generation?

ARE we to have another lost generation? This issue is of vital concern to parents. Whatever bitter struggles may be ahead, it is clear that we are approaching the end of the war. We must plan to reconvert education as well as industry to peacetime conditions. Millions of people must readjust their lives.

We are proposing to make state and Federal funds available for unemployment insurance for war veterans and industrial workers. Priority rights to jobs are being planned for the war veterans. Congress has already made plans for free education for the returning veterans. These plans are excellent; they are part payment of our debt to those who have served their country.

But in all this planning what is to be done for the million or more boys and girls who will graduate from our high schools each year? In seeking jobs they will enter into competition with returning veterans from the armed services. How are we to plan for the successful induction of these boys and girls into adult life? Are we to have another lost generation? Millions of unwanted youth? Do we need youth in war but not in peace?

There are those who suggest a period of compulsory military service. Others propose nonmilitary national service. No one has suggested that either of these types of service last more than a year. But no one-year program will solve the problem. We must plan an extended educational program. It may be very unlike the typical school program. It must give youth a vital role in community and national life. The only real and lasting solution to the

youth problem that has perplexed us long enough is more and better education and plenty of jobs.

Can We Have Peace?

AGAIN, there is the problem of the future peace of the world. Hitler used education to prepare for war. We have educated for peace, but we have been drawn willy-nilly into the maelstrom of Mars. What have we learned, then? Just this. America must educate for peace, but not in the ostrich-like fashion pursued between World War I and World War II. The best education for peace will be that which provides our young people with a realistic understanding of the world and its peoples. We must teach tolerance and good will toward the peoples of all lands but at the same time inculcate a firm determination to put down future Hitlers before it is too late.

America must join with other nations in some form of international planning and organization of education as a vital part of any general international planning. It is unwise and unsafe for one nation or a few nations to educate for peace if other powerful nations at the same time educate for war. That was the story from 1920 to 1939. Much progress is already being made toward recognition of the role of education in postwar planning. The U.S. State Department is conferring with other United Nations to this end.

These are some of the issues that confront us. Education can be a vital factor in their solution if the American people will invest enough in it.

We spare no expense to get people ready to win the war. Why? Because we know that only a trained people can win. Public sentiment would not tolerate for a moment a proposal to send any American boy into battle without the best of training under the best instructors and with the best equipment that money can buy.

Shall we do less to prepare our young people to win the battles of the peace? If our country maintains an income of 100 billion dollars a year after the war, we can easily afford to double our expenditure for education in the United States. This is about what is needed if we are to provide even approximately adequate educational opportunities for all our children and young people.

We can determine to use the power of education for creative good just as forcefully as Hitler used it for evil. If the United States and other free nations do so, the future is bright with hope.

If we fail to do so, we shall muddle through instead of solving the imperative issues that face the world. Then the lights of reason will go out again. Let us use the power of education to keep those lights burning.

How the *Family* Helps or Hinders

THE child's first important relations with people are formed within the home. It is here that, from his earliest weeks and months, he begins to build a picture of what the world and the persons who live in it are like. In some homes the picture is one of men and women and children who have a good time together, who are sympathetic and kind, each striving for the good of all the rest. In other homes, unfortunately, the picture is one of quarrelsomeness, of intolerance, and of dramatized self-interest.

We are likely to regard as fortunate the child who comes into a home that is generously equipped with the material things which make living easy. But the persons he lives with are so much more important to his later development than furnishings or numbers of rooms or even the conveniences we have come to think of as essential. There are many small homes that overflow with joy and good spirits; there are large homes barren of vitality and warmth.

Having had early experiences with persons at home upon which to build his knowledge of human beings, the child enters the world of play-with-other-children and later the world of the school and community. If his earlier relations with people have been good they help his later adjustments because they give him a feeling of security. If they have been unsatisfying they may handicap him throughout life.

The Front Door Key

PERHAPS the most important factor in the child's home is the relationship between his father and his mother. When mates have a good time together, enjoy and appreciate each other, and attempt really to understand each other, children breathe this spirit of friendliness and sympathy. Parents should, of course, understand the child, his needs, his ways of growth; but the child's feeling of security and his preparation for relationships outside the home will be influenced by the attitude the two parents bear to each other as well as by their attitude toward him.

His knowledge of this relationship between parents comes not from words but from experience and feeling. We have long said that when parents quarrel they should disagree behind the scenes so that the children will not know about these difficulties. But the feelings between parents are obvious to the child, even to the very young



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child. This makes it highly important that parents actually resolve their differences, not merely conceal them.

Problem Adults

NORMALLY children live with two adults. But with many fathers now in the armed forces, mothers and children are living with parents, in-laws, or other relatives. Under such conditions adult problems necessarily increase. In the home of her own people the mother is frequently annoyed at the "our little girl" attitude of her parents and frequently lacks the insight to understand how this attitude came to be. In the home of her husband's family ways of doing things are different and her problem of adjustment may be a difficult one.

Whether she lives with one group or the other she is likely to be confronted by older persons who disagree with her methods of rearing children. When there is emotional conflict the area of disagreement is likely

CAROLINE MYERS

THERE is no greater factor in a child's happiness—or in his growth—than a sense of absolute security in his home. Such a feeling depends not on the economic superiority of the family but on its emotional steadfastness. It has little to do, actually, with external circumstances. The third article in the study course "Life at the Preschool Level" explains how the family may supply the young child with this much-needed security.

to expand. Perhaps the young mother has evolved good attitudes toward the establishment of toilet habits and shows no emotion over failures at control, but Grandmother is sure that when a child is a year old he should not wet or soil his diapers. She says that her own children were perfectly trained at nine months. Of course, Grandmother has forgotten. But argument is futile; tension arises; the child suffers and good habits are delayed.

Tensions Lead to Turmoil

As the child grows older, disagreements frequently have to do with the control of his

conduct. When one adult is severe and dictatorial and another defensive and protective the child finds it hard to comply with ordinary routines. When he rebels at restraint one adult is likely to become more protective, the other more authoritarian.

Security for the child means that each adult in the home must try to get the viewpoint of the other adults, to realize that persons whose past experiences differ see things differently. If each makes an honest effort to understand the others there will be less disturbing emotion in the home, and the atmosphere will further the child's feeling of "comfortableness" and his ability to make necessary adjustments.

The adults who govern a home, whether father and mother or mother and grandparents, need to work out together the things the child is to be allowed to do and those he is not to do. Perhaps there are flower beds that would be ruined by untrained hands. If the child is allowed by one grandparent to gather blossoms and forbidden to do so by another, how can he know what is expected of him? Frequently the grandparent who thinks he is being good to the child because he allows him certain privileges is in reality making that child's life difficult.

Of course, it is easy to say that folks should be objective about their problems, that differences should be settled without heat if the child is to feel secure in his environment. The doing is not so easy. Even when parents are stable individuals much effort is required. But the doing is important. When one parent is very changeable, expecting the impossible of children and the mate at one moment and showering them with affection at the next, an objective solution of problems is almost impossible.

Calm Breeds Content

EMPHASIS on relaxation for all members of the family may help. When tension and jitteriness are always present, problems grow large out of all proportion to their importance. When there is calmness and a measure of serenity, these same problems seem quite possible of solution. But we don't achieve calmness by saying to ourselves "Be calm." Most of us need more rest and sleep; we need to evaluate the activities in which we engage; we need standards of housekeeping that rule out fussiness and overwork. We need to control the forces that bring confusion into the home—radio, for example.

We need time for relaxation. As the child goes out into the world of the community and school, he should feel that his home is a place where he can go for help with his problems; where folks



© Harold M. Lambert

have time for him—time to give him counsel when his knowledge and skill are not quite sufficient for him to carry out some of his ideas. If there are great tensions, if the parents are always in a hurry to go somewhere or to do something, then he misses this essential feeling of worth.

Sometimes the young child lives in a home where there is little calm companionship because his parents pay too much attention to the things he does or says. It is important that the child be accepted by the group as a person, not as a toy or curiosity. Being asked to repeat cute sayings or having to say over and over a difficult name he has learned to pronounce embarrasses him.

But it is difficult for some adults to make conversation with a small child even though he does have the ability to express his thoughts. Enjoying experiences together helps. Watching shadows on the grass, making tracks in the sand with bare feet, watching a mother bird feed her young, watching the cleaning of the streets, going to the park, watching the trains or airplanes—all these experiences can make enjoyable conversation. But most adults content themselves with cut-and-dried questions: What is your daddy's name? your brother's name? your mother's name? Where are your dollies? Who is that? From the viewpoint of the child this makes very stupid conversation, especially when each answer is greeted with laughter by the adults, and does not tend to make him feel at ease with folks outside the home.

Because it is to his home that he turns when things have been difficult, he needs the feeling that he is wanted and loved and understood. He needs affection expressed by physical contact, to be sure, but these physical expressions mean very little unless the child senses that back of them there is genuine respect for him as a person. When these physical contacts are confined to playful hair-pulling or pinching or chucking under the chin, they do not convey feelings of affection; they merely mean that the adult enjoys the child as a toy. Wholesome expressions of affection carry with them a feeling of respect for the child.

Wanted—an Ordered World

SOMETIMES feelings of insecurity come about because the environment is haphazard, because events follow no patterned sequence. Homes should be built around workable, not too rigid schedules. Many a mother grows excited over small deviations from her time schedule and her excitement is disconcerting to the child. Most homes, however, err for want of a schedule. Yet it is the attitude toward the schedule that counts. Is it master or guide? The child who knows no order in his day is not a happy child, nor does he

feel secure. His whims become the law of his life. He needs to know that outside himself there is an order that controls his little world.

As the child needs to depend upon the sequence of events, so also he needs to be able to depend upon what people say to him. "After lunch there is a surprise." "When mother is finished with this we'll go take a walk." Statements like these are promises that must be kept. For the child to get the surprise before finishing the lunch or to coax Mother into going for a walk before her task is completed is as bad as for the adult to fail to produce the promised treat. When life for the small child moves on from day to day in an expected pattern, he feels secure. It is inevitable that variations will come; yet if adults are not upset over unexpected events the child will adjust to them without difficulty.

The House as a Social Center

WHEN adults in the family feel no call to make themselves or their possessions appear different from what they really are, an atmosphere is created that is very helpful to the child. But the person who feels no need for building up or covering up is extremely rare. Most of us would not like to have our neighbors know that we eat our breakfasts in the kitchen, that our homes are not always dusted, that we have less money than some of our friends. Some of us would not invite guests unless we could serve an elaborate dinner menu or seat them on newly slipcovered chairs.

But opportunity for association with friends ought not to be determined by such false standards. Children should be helped to meet their own and their parents' friends in their homes without apology for possessions but with much joy in companionship.

The child's world begins in the home. The test of how well the home has performed its function comes in the child's feeling of adequacy when he mingles with those of his own age. Although relationships within the home may be fine, he still needs to associate with other children. Constant association with adults is often a handicap, for language patterns and ways of behavior that please adults are often not acceptable to children.

True, he needs adults—parents who set for him a good example of pleasant human relations, parents who develop within the home an atmosphere of good will and tolerance, parents who are ready to listen to his tales of happenings in the world outside, parents who respect him as a person, parents who help him to grow in ways that are acceptable and profitable to society. But he needs, too, parents who make possible his association with those of his own age.

WHEN A CHILD IS *BLIND*

JOSEF G. CAUFFMAN

THAT their child should be blind seems such a great tragedy to many parents that they tend to give up in despair. Yet the blind child can be so trained that his daily life, both at school and at home, will approach the normal. In this article the general principles of handling the sightless child are plainly set forth.

*WHEN they told me that my child was blind,
That he would never see, I said,
"Then I will be his eyes, he'll see through mine,
I'll lead him by the hand and comfort him
As long as I shall live."
As long as I shall live? Then when I die
He'll be twice blinded. No,
My son must not depend on me.*

*Man does not see with eyes alone,
I must find schools and teachers who will bring
to him
The message of his ears and hands and feeling
fingertips.
It will be my task to give him courage,
Love of all living things,
Desire for truth, so that at last
My son may stand alone, serene,
A man, ready for all that life may offer
him,
And by his spirit's never-dimming light
My son shall see.*

—MARY RAYMOND

THE first five lines of this poem accurately describe the reaction of practically every mother when she learns that her child will never see. It is a normal reaction of parental love and solicitude but nevertheless a very mistaken attitude, as the rest of the little poem points out. Yet so sentimental is the public toward a sightless child that an unspoken conspiracy of silence keeps the proper people from learning of his existence, thus denying the mother the help she needs so desperately during the blind child's infancy.

Much Can Be Done

IF LEFT to the normal course of events, the blind baby may become malnourished. Babies learn chiefly by imitation; obviously the blind baby



© Michigan School for the Blind



cannot do so, and the average mother, harassed by housework and perhaps by other young children, is frantic in her helplessness. It is easier to continue giving the baby milk and soft foods. Teaching him to feed himself seems impossible because he has no way of knowing how. As the child grows, he lacks the opportunity to play, and as a result he develops queer habits called "blindisms." He is slow to learn to walk and is probably treated as a baby long after the average child would be waiting on himself.

The modern school for the blind is not an institution akin to an orphan's home but a well-equipped school where well-trained staff members are eager to assist the parent by advice and demonstration during the preschool years. Practically every state in the Union has a state-supported school for the blind, and by consulting the authorities at his state school the parent can assure his child a happy childhood as nearly normal as possible and free from retarding influences.

A Nursery School for the Blind

A FEW years ago in Michigan a pattern for the training of preschool blind babies and their mothers was worked out. When summer vacation arrived and the pupils of the school for the blind went home, mothers with blind babies ranging in age from a few weeks to five years moved into the school for four weeks. During that time the babies were given the best health service possible. A thorough physical examination, a good eye examination by a specialist, and conferences on special problems of all sorts made up one phase of the training. A class in nutrition, another in recreation, and other more informal classes alternated with periods of demonstration and observation. Over a period of eight years this plan has done wonders for young blind children and for their parents, who have gained new hope for the future of their children.

Twelve Common-Sense Suggestions for Home Training

EXPERIENCE has supplied the following suggestions, which will assist in the home training of blind babies:

1. Treat the child as you would a sighted one. Teach him very early in life to use his limbs and his intelligence. As soon as possible put all sorts of things into his hands so that he can play with them. Musical toys, radio, singing, and talking will help to arouse his intellect.

2. Teach him to walk at the same age you would teach a sighted child.

3. Do not leave him alone for any length of time

in the same place, but insist that he go through the house and garden or yard with you and become fully acquainted with his surroundings. Let him touch the things he encounters and become familiar with them.

4. As soon as possible, teach him to care for his personal wants—to dress and undress, to wash, to comb his hair, and to take care of his clothes. When he sits at the table, insist that he learn to use spoon, fork, and knife properly.

Teach the child thoroughly the simple rules of hygiene, as well as the fundamentals of correct diet. Do not allow him to grow up with finicky food habits. If you want a normal life for him, he must learn to like, not dislike, the wholesome things he should have.



5. Do not permit him to acquire peculiar habits, such as rocking his body, twisting his head about, sticking his fingers into his eyes, distorting his face, swinging his arms, shaking and hanging his head as he walks or bending over when he sits. Break these habits at once by substituting constructive play. If you fail, years of schooling will not undo the mischief.

6. Permit the child to romp with sighted children out of doors as much as possible. Take him walking yourself, and teach him to play. If he is obliged to sit still, give him some toy that appeals to his sense of touch or hearing.

7. Try to develop in the child a feeling for space and distance by walking, measuring, and touching. Let him feel and identify different materials, such as wood, blocks, and coins.

8. Let him learn to do, and help in doing, simple household tasks. He can dust, shell peas, peel pota-

toes, wash kitchen utensils, and feed hens or pets. He will be happy with handwork also, such as winding yarn or doing coarse knitting. You will be surprised how much he will learn if you take the trouble to teach him.

9. Talk with him frequently, for since he cannot read the loving care that is written on your face, he has special need to hear your voice. Encourage him to speak in return. Take care what you say before him, however, as he is far more attentive to what he hears than a sighted child would be. Never express sympathy or regret concerning his blindness in his presence, and never allow others to do so. Such misguided comments build self-pity.

10. Give your child religious and moral instruction at an early age. The stability he needs as an adult will be found in such training. Remember, he must know how to make his decisions in life when you are no longer available.

11. Prepare him for school, for the time when he must leave your immediate supervision. His school life should be a happy experience, but it won't be if he knows that you are unhappy in giving him into his teacher's care.

12. Do not shelter him from normal frustrations. He must learn that there are things he cannot do. Too many people will praise his mediocre efforts, and if you are not careful he will come to have an exaggerated opinion of his ability. You must be fair and honest in your praise. Criticism must likewise be given when needed.

The Question of Schooling

As has been indicated, nearly all states have schools for the blind. Some larger cities also have day classes for blind children. Both programs are successful, and both have their special advantages. If you live in a city where there are day classes, you will want to send your child to them. If you are an unemployed mother and can supplement the school program at home, your child will do well in the day classes. If you have to board your child away from home or if you are not at home enough to give him the extra attention he needs after school hours, you will want to enroll him in a school for the blind. It will not cost you any more to do so, and there are many advantages.

It is immaterial which you choose if you get acquainted early with the school he will attend and plan from the beginning for his entrance.

If your child has learned to care for himself, has acquired good eating habits, loves to play and knows how, and is normally healthy, he is ready for school and you can be assured that the groundwork has been laid for a normal adulthood. Nowadays the blind are taking their places in the factory, in the office, and in the home and community with ease and confidence. It is the job of the parent and the teacher to plan and work cooperatively to the end that he

. . . may stand alone, serene,

A man, ready for all that life may offer him.

THANKSGIVING

*Dear Lord, I am so thankful
For all the little things—
The sudden flash of color
Upon a bluebird's wings;*

*The scarlet leaves of dogwood
Beside my kitchen door;
The way the yellow sunbeams
Trace patterns on my floor;*

*The purple hush of evening
That wraps me all about;
The rosy pools of shaded lamps
That shut the darkness out.*

*While all the world is giving thanks
Dear Lord, I humbly pray
That every moment of my life
Will be Thanksgiving Day.*

—NEVA S. BEERS

How to *stay alive* as long as you live

YOU are as young as your words. Most of us do an enormous amount of talking—far more than we realize. We talk and talk about everything under the sun, but no matter what the subject of our conversation may be, our words are constantly telling others what sort of people we are. One thing they tell, whether we like it or not, is our psychological age. If we are mental and emotional infants, our own words give us away. If our spirits are already doddering while our bodies are yet vigorous, our words declare that fact.

Last June my husband and I went to a high school commencement. The speaker of the evening was a fairly young businessman, probably in his middle forties. He had been selected, the principal told us, precisely because he was the youngest member of the board of education. It was hoped that he would more nearly speak the language of the students than would some of the older members.

Yet if he had spoken from behind a screen, so that we had only heard him, not seen him, we would both have guessed him to be a man in his late sixties or seventies. He was young in body. But the spirit, not the body, chooses what to say and how to say it. And his words were old.

Having a chance some days later to talk with one of the graduates, I asked casually, "How did you like your commencement speaker?" The reply was prompt and unqualified: "He was an old fuddy-duddy."

Now what gave to us and to this student alike the impression that the speaker was an old man in spite of his youth? Trying to analyze that impression, my husband and I jotted down, sep-



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YOU ARE AS YOUNG AS YOUR WORDS

arately, the things we felt to be characteristic of his way of talking—and then compared notes. So surprisingly similar had our reactions been that we found we could combine them and sum them up under four headings:

1. The speech had been so loaded with moral platitudes that it sounded like *Poor Richard's Almanac* with the salt removed.

2. There had been in it no concrete illustrations so fresh and exact that they seemed to stem from direct personal observation. The images were all of the time-worn sort that no longer can arouse any positive response.

3. At no point in the speech had the man sounded puzzled about anything. His voice had remained consistently that of a person telling other people the

truth about life. Not for a moment did it capture the overtones of a person who was thinking as he went along.

4. No problem that he spoke about, and no solution that he offered, was specific. "Young men and women, you live in a time when the spirit of man is being sorely tried." . . . "This is an age of change." . . . "The future of humanity is in your hands." . . . "In the long run your life will be whatever you make it." Not by such generalities is the human mind summoned to grapple with the exact problems that distinguish one age from another.

What this man delivered, in short, in the year 1944—on a night when boys scarcely older than those in front of him were dying on the beaches of Normandy—was something that belonged to the genus *Commencement Speech* but that had so little individual character that it might have been

TO speak words that have life in them and are eternally young—this involves much more than rhetoric and rhythm. And yet it is not, as so many believe, beyond the power of the average person to achieve. The third article in Mrs. Overstreet's new series "How To Stay Alive as Long as You Live" tells you how to be on guard against words that are old and dull and tired and offers many rich suggestions for staying alive through fresh, invigorating, and energetic expression.

BONARO W. OVERSTREET

interchanged with any of thousands of such speeches delivered from American platforms during the past several generations. Nothing in it could make any hearer believe that back of the words was a spirit that had personally come to grips with the problems and hopes of human beings alive today.

When fate offers us so concentrated an example of how to sound dull and old, it would be a pity to neglect the lesson it contains. Such a platform speech is to our ordinary talk what a case study in abnormal psychology is to our own ordinary behavior. In it we find writ large enough for observing the things that often make us, in our own daily talk, sound like tiresome fuddy-duddies.

The Words of the Old and the Young

WHY is it not enough, from the psychological angle, to say this speaker was dull? Why insist that he sounded old?

Perhaps the best answer would be to quote certain words of the young—in this case of the very young. In the Bank Street Schools in New York Claudia Lewis, a teacher interested in the language of children, has kept notes on how a group of five-year-olds express themselves.* Just before nap-

time one day Miss Lewis said to the children, "S-sh, let's be quiet"—and she won as reward an unexpected experience of beauty. "Let's be as quiet as closing your eyes," whispered five-year-old Elizabeth.

Struck by the vividness of this concept of quietness, Miss Lewis later explored with these children such other concepts as loudness, softness, depth, easiness. Here, at random, are some of the youngsters' spontaneous similes: quiet as sunshine comes out; quiet as a thermometer goes up; loud as men hammer steel; deep as from the sky down; easy as you zip zippers; easy as spilling; hard as to cut your hair like a barber; hard as being careful not to have any drips when you paint; slow as a new tooth come in; slow as you grow up; slow as when you're tired and you're writing; flat as a necktie; flat as a butter knife; white as a laundry truck; soft as behind your leg; soft as mashed potatoes. . . .

What puts life into these images? What makes them vivid and young? How do they differ from long-established similes: old as the hills; easy as rolling off a log; slow as molasses in January? They do not actually differ—not if we can think these time-worn images back to the moment when they also were new. They differ enormously, however, in the amount of present experience they contain. Very few of us today are drawing upon our own vivid experience when we say that something is as easy as rolling off a log. We are simply borrowing, ready-made, what was once vivid to somebody else. But when a child says that something is as easy as spilling, he reports his own



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*For this report on the work of Miss Lewis I am indebted to "Life with Junior" by Raymond Abrashkin, in the Sunday magazine section of PM Picture News, December 5, 1943.

experience—his own struggle to master the difficult art of *not* spilling.

And that is what makes all the difference. Words have life in them and are eternally young when they tell us unmistakably that back of them lies a vivid encounter with life. Words are old and dull and tired when all they have to report is time-worn, secondhand experience.

I have drawn my examples from the words of a grown man and of little children. But we must not be confused by this. The youthfulness that shows itself in words is not merely physical; it is of the mind and spirit. It is the kind of youthfulness that we can lose while we are yet in our teens or that we can keep—and express in words—until we are ninety. We can keep it as long as our reactions to the world derive from firsthand, not secondhand, awareness.

We do not expect a mature person who has kept his psychological youth to talk like a five-year-old. We expect him to combine the sort of direct personal awareness that a child has with the qualities of insight and accumulated experience that are impossible to a child.

Here is a final image from one of the Bank Street five-year-olds: loud as you throw stones against glass. That simile is young and vivid—but limited. It reports only sense impression, no insight into human affairs. The poet Edwin Arlington Robinson, recording a man's sudden discovery that he did not know as much as he thought he did, employs a simile that is in its sense background not unlike that of the child:

My knowledge fell
One day, and broke like glass on a stone floor.

Robinson, being at once young and mature, uses the kind of sense image that only direct awareness can give, but uses it for the grown-up purpose of throwing light upon the strange experience of being human. A person who had an adult's range of interests but who had lost the youthful freshness of observation that once made him intimate with his world, would probably, in Robinson's situation, have said only "I found out I was pretty dumb."

Robinson is, as a matter of fact, a shining example of a person who stayed alive in his words as long as he lived—and that means that he stayed alive in his thoughts and sense impressions and emotional responses. Thus in one of his poems he reports that a certain person spoke with a sweet severity that made him "think of peach skins and goose flesh." On another occasion, he wrote "I felt the feathery touch of something wrong." He asks about a certain character,

Was this the man who had made other men
As ordinary as arithmetic?

He speaks of a woman whose body throbbed "as if it held a laugh buried alive." He speaks of "the pathos of a lost authority" and of certainties that had "bruises on them."

Here was a man of mature wisdom—and yet he had far more in common with the five-year-olds at the Bank Street Schools than with the pompous commencement speaker who proclaimed "This is an age of change." Robinson and the five-year-olds both possess the immortal youth that comes from being alive in the world, not merely passing through it.

What Does It All Come To?

YOU are as young as your words. That means simply that no person's words have only an accidental relationship to him. They reflect the activities, or the inactivities, of his mind and spirit.

We all know the tiresome talk of the psychologically old—how it leans upon the past, not upon present experience; how it tends to be overpositive, without any of the engaging modesty that marks the words of people who still see themselves as learning about life; how it thrives on time-worn abstractions and generalities, resentful of any demand for fresh, concrete observation; how it inclines toward the querulous and critical, overconcerned with trifles; how it runs monotonously on and on.

Back of such old talk is old, dull thinking and feeling. The words simply tell that the person—who may be young or middle-aged or old as far as years are concerned—has lost the impulse to come to grips with problems, to adjust to a changed and changing world, to look closely at the details of life, to get new ideas from the people around him.

We may think that the passing of years inevitably makes people that way. But it was a woman of eighty who on D-Day said to me, "When I heard the news, I stopped in my tracks and stood like an exclamation point." Eighty years had in no way dulled this woman's sense of what it feels like to be alive.

Words begin in experience. But we can, if we will watch our own words for symptoms of psychological age, reverse the process; we can make experience begin in words. By refusing to indulge in old words, by looking at things accurately to see what fresh words would best describe them, by making a verbal habit of conciseness and generosity, we can amazingly renew our minds and spirits. For the experience of choosing words that have life in them is one that involves being truly alive in mind and spirit as long as our body lives.



NPT Quiz Program

Coming to You over Station HOME

Through the facilities of the National Parent-Teacher

• My thirteen-year-old daughter is besieged by neighbors who want her to stay with their children in the evening. However, I don't think she should do so more than two nights a week. The people who employ her are very careless about getting home when they say they will, and I can't believe eight hours of sleep is enough for her—which is all she can possibly have when she doesn't get to bed before eleven. Over the week end, of course, she can sleep later in the morning, but on school nights I think she should be in bed by ten at the latest. Another thing—sometimes one or two girls go with her for companionship. Some of their boy friends drop in, and there they are—innocently occupied, to be sure, but unsupervised. What can I do about this problem?

CERTAINLY a thirteen-year-old needs nine full hours of sleep. Most girls of this age are growing so fast that they must have ample sleep and rest as well as plenty of food and exercise. If I were you I'd talk frankly to the people who want to employ your daughter. Tell them you cannot allow your daughter to stay out later than nine-thirty on school nights. If the young parents insist on overstepping this rule, that house should be taboo thereafter. Your daughter is still a child, and you may have to step in and make decisions whenever she herself is unable to decide wisely. Be sympathetic, of course, but firm.

As for the practice of boys and girls gathering at homes where the girls are tending children, you will have to put your foot down. Tell your daughter that of course you trust her implicitly; but social custom demands that an older person must be at home when young girls entertain their boy friends. If you put it on the basis of what is

good form rather than your personal desires, she will be more likely to understand and to comply.

Although she may complain that other parents are not so strict, I think you will find that the mothers whose daughters you would most like your child to associate with will be glad to uphold your ideas. As your daughter matures and begins to form serious and lasting friendships, she will be glad that you have protected her from being exposed to possible unpleasantness as a result of unsupervised evenings.



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• We have moved three times in the last year because my army husband wanted to have us near him. Now he is overseas and we are back home with my own parents. Did I make a mistake in dragging my children around the country and upsetting their lives? The sleeping habits of my little three-year-old are shot to pieces, and the seven-year-old boy is boisterous, rude, and overexcitable. My ten-year-old daughter complains that she no longer has any friends and is more inclined to mope at home than to try to make any. Will they ever get back to normal again?

THIS month's Quiz Program is conducted by an old friend, Mrs. Marion L. Faegre of the University of Minnesota's Child Welfare Institute, now serving on the staff of the United States Children's Bureau. The timely questions answered here are among those Mrs. Faegre encounters most frequently in her contacts with parents the country over.

MANY thousands of mothers are beset with this same problem, so you have what slim comfort there is in knowing that you are not facing it alone. No one can say whether or not your de-

cision was wise, but the children have had a happy companionship with their father, and they have also had some experiences that may have been valuable in ways that you don't see right now.

The three-year-old will suffer more from your worry about his sleep habits than he will from his broken schedule. Anxiety and nervousness communicate themselves to a child just as unseen pollen affects a hay-fever victim. If you wait calmly for him to go back on schedule the tenseness of the situation will be relieved. You don't mention your parents' attitude, but it will help a lot if you can enlist their cooperation.

Are you sure that your seven-year-old's behavior isn't just part of the growing-up process? Many mothers whose children have not been uprooted are taken aback at the self-assertiveness and roughness of their young school-age boys. Perhaps the fact that your oldest child is a girl makes you unprepared for these quite natural antics. Boys must make a place for themselves among their peers by physical activity, boldness, and feats of strength. If your father is a man who understands boys he can be of great help in making up to the lad for his own father's absence.

As for the ten-year-old girl, a little planning should remedy her trouble. Talk to her teacher. I feel sure she can suggest activities and clubs that will help your daughter feel that she belongs to a group. It may be that the other little girls are holding themselves aloof because they are afraid your child will act superior about having traveled and seen more of the world than they have. Have you talked this over with the child?

And have you yet affiliated yourself with a church? Are you taking an active part in its activities or in some other community affairs? Have you looked up the old friends you used to know who may also have ten-year-old children? Your little girl will take her cue from you.

Finally, keep in mind the wonderful adaptive and recuperative powers of children. If they aren't pushed and pulled too much, if their home life is happy and they feel secure and wanted, their outside adjustments will come about naturally and pleasantly. If you are courageous and jolly, find many things to praise in them, and above all *expect* things to go well, the shifts and shocks they have been subjected to should not leave lasting marks.

• Whenever they play together my eight-year-old son teases his four-year-old sister mercilessly. I tell him that he is old enough to understand her and treat her kindly, but my pleas go unheeded. When I tell her to pay no attention, so that the teasing will cease to be fun for him, she only cries. Separating them is the only thing that works, but I think they should learn to play together amicably.

OF course they should, but remember that both of them are rivals; they are competing for your affection and attention. An older child is almost bound to be somewhat jealous of the younger, especially in a case like this, when the little sister came after he had enjoyed a four-year reign as sole monarch of his parents' hearts.

Remember, too, that his interests are becoming more and more boyish, and for this reason he may resent his sister's enjoyment of things he no longer finds much fun, like helping you dust or stir up a cake. As little boys grow older they need the companionship and understanding of men. In the past you have probably been able to participate wholeheartedly in his pleasures, but from now on the boy may find that he and his father have more in common.

This is not to say, however, that he does not still need your affection. Are you sure you are giving him enough time and love? Because the four-year-old is small and cuddly you may unconsciously find her more appealing than his noisy rough-and-tumble play. If your husband can plan to spend more time with the boy, work on some definite projects with him, both of them will find great satisfaction in this companionship. But you, too, should set aside some little time each day when the boy can be alone with you.

Are you sure you are not expecting too much of the boy? An eight-year-old seems mature in comparison with a four-year-old—but think how young you would consider him if you had a twelve-year-old! Because you have to supervise his sister more closely he may feel that you care more about her. For example, you probably expect him to take his bath without your aid, while you still have to help the little girl a good deal. Plenty of praise for the things he does responsibly, like cleaning out the tub and putting away his soiled clothes, may make him feel that there are some joys in doing things without your help. Don't forget to praise him, too, when he has done something nice for his sister.

Then, again, maybe you are expecting them to play with each other too much. Their interests are for the most part so unlike that they will enjoy their time together only if you plan things that both like to do. She will only be a nuisance to him when he is building with his meccano set, but if both of them are using paints, each can have free rein to express his individual creative interests.

Separating them "works," of course, as you say, but it doesn't give them practice in getting along with each other. Then, too, your little girl will find it easier to laugh off the teasing she gets from other children if she has been subjected to a certain amount of it at home—and to accept the fact that she can't always have her own way.

WHAT'S HAPPENING IN *Education?*



- My small daughter has now been in the first grade for seven weeks, and so far she and her classmates have had no lessons in reading. She has not even been given a primer. I always thought that learning to read was the first stage in a child's education, and I keep wondering why the teacher is delaying this most important step.

NOT all children are ready to read at the same age, just as all children are not able to walk and talk at the same age. Many children will learn to read better later on if they are not forced to read the minute they enter the first grade.

Usually a child must have attained a mental age of from six and a half to seven years before he is sufficiently mature to master the difficulties of written language. A degree of social and emotional maturity is also necessary. Experiments have shown that children whose training in formal reading is delayed one and even two years will catch up with the other children by the end of the third grade. Because they are not forced into book reading before they are ready, they do not develop antagonistic attitudes and inferiority feelings toward it; their approach is interested and enthusiastic and is usually accompanied by success.

Very often, nowadays, teachers spend some time at the beginning of the first grade giving their young pupils experiences that will lead up to informal work in reading. They visit a store. They have a pet show. They pop corn and have a party. They listen to the stories the teacher tells, and they in turn enjoy telling about their own adventures. Then gradually they become interested in their new surroundings and begin to read the signs and labels posted in the schoolroom.

Later the teacher writes simple stories on the blackboard. She writes down the stories the children themselves tell and makes them into simple reading charts. The sentences on the charts are those made up by the children themselves; therefore they are concerned with the children's own interests, and the ideas and the vocabulary are familiar. Next the children learn to notice similarities and differences in pictures, words, and letters.

All these experiences are really the initial stages of learning to read. They give children the concepts and the vocabulary they need. They start

with living things and familiar meanings rather than with the sounding of letters and the calling of words.

If your child is being given this type of training, you have no cause to worry. The chances are that she will be much more successful and much happier in her early reading experiences with books for having had the proper preparatory work.

—WILHELMINA HILL, *Associate Professor of Education, University of Denver*

- What should parents have to say about the curriculum of the public schools and how should they say it? At times we are told that parents should take an active part in planning the curriculum and at other times that curriculum matters should be decided by professional educators.

FEW educators will deny that parents have not only the right but the obligation to share in shaping the curriculum policies of our schools. Indeed, most educators will welcome the cooperation of parents. Here are a few suggestions about how parents may participate:

Work through your parent-teacher association. You can hardly expect your superintendent of schools to listen to suggestions from dozens or hundreds of individual parents, many of whom may not agree among themselves. But I do not know one superintendent who would not be glad to receive the carefully considered proposals of organized groups of parents.

Be sure you understand the curriculum before you begin to criticize it. Get your P.T.A. to make

THIS new department, which made its first appearance in the October issue, is designed to give parents the sound and reliable information they need to serve shoulder to shoulder with the teachers of the land. Under the direction of G. L. Maxwell, Dean of Administration at the University of Denver, questions concerning educational principles and practices will be answered, frequently with the help of specialists in various fields. Please send your questions to Dean Maxwell in care of the National Parent-Teacher.

a thorough study of the content and purposes of the present curriculum in the schools with which you are concerned.

Make your proposals constructive. Parents can help most by calling attention to the fact that certain needs of boys and girls are not being satisfied by the present curriculum. They can also point out elements in the present curriculum that do not seem to be satisfying any important needs.

Respond promptly to every invitation to confer with the school staff on curriculum matters.

Let all your proposals relate to needs to be met and purposes to be accomplished through the curriculum. Leave the job of planning the curriculum and working out the courses to the professional staff of the school.

Don't ask the school to give your children the same kind of education that you had. Education has moved ahead a long way since you and I were in school. The education that was good enough for us is *not* good enough for our children.

Exercise your right as a citizen to elect to the board of education men and women who are well informed about education and who have the welfare of children and youth at heart. The board of education is legally responsible for determining educational policies in your schools—and the members of the board are *your* representatives.

During the years just ahead many changes will almost certainly take place in the curriculums of our schools, especially our high schools. In such a time of change the cooperation and support of parents will be particularly needed. The Educational Policies Commission has just published a book entitled *Education for All American Youth*, which consists of a series of highly readable descriptions of secondary schools in city and village as they *ought* to be five years after the war. I commend this book to you and your P.T.A. In it you will find dozens of examples of ways in which parents can play a constructive part in shaping the curriculum policies of their children's schools.

- I have recently read about the results of a series of tests on American history given to boys and girls in high schools, and I have been quite disturbed by the students' lack of knowledge of some of the most important historical facts. How do you account for this? Are our schools neglecting the teaching of American history?

LAST year a committee was appointed jointly by the American Historical Association, the Missouri Valley Historical Association, and the National Council for the Social Studies to make a nation-wide study of the teaching of American history.

This committee found that American history is not being neglected in the schools. Forty-five states

require the teaching of American history in the elementary grades; forty-six require it in high schools; and even in the few states that do not require it, American history is taught in practically all the schools.

Indeed, in most school systems American history is taught first in the middle elementary grades, again in junior high school, and again in senior high school. In addition, much historical material is included in the other social studies.

Notwithstanding these facts, the committee found, through a testing program, that the average high school senior's knowledge of American history is far from adequate. Probing more deeply, the committee came to these conclusions:

1. History should be taught only by those who are well prepared to teach it.
2. An understanding of American history results from slow but continuous and persistent growth. Americans must be *repeatedly* exposed to their own history—in school, in college, and in adult life.
3. The courses in American history now taught in the elementary grades, in junior high school, and in senior high school tend to duplicate one another. Children learn a few things well but do not broaden their knowledge and understanding appreciably as they grow older.

The committee has therefore proposed that American history be taught at three levels:

1. In the elementary schools, with emphasis on how the American people have lived and on the period before 1789.
2. In the junior high schools, stressing the building of the nation and the period from 1776 to 1876.
3. In the senior high schools, with the theme "A Democratic Nation in a World Setting" and with about half the time given to the period since 1865.

Let us remember that the primary purpose of the teaching of history should not be to instill a knowledge of isolated facts. Rather it has two purposes: to help boys and girls grow to understand American ideals and the achievements of the American people in realizing these ideals; and to help them to understand the major trends, movements, and cause-and-effect relationships in our national history, so that as citizens they may be better able to interpret the present and direct the course of the future. Let us judge the effectiveness of the teaching of history by these broad understandings rather than by scores on examinations testing a knowledge of isolated facts.

Let us also remember that American history can be learned at home as well as at school. There are many well-written, attractively illustrated books about our history that should certainly be on our children's own bookshelves. We adults, too, will profit from such reading. Why not occasionally talk about America's past at dinner and in other family conversations? Why not show children by our own example that we think it *important* to know the history of our nation? —G. L. M.



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HELEN BRENTON PRYOR, M.D.

IT is a commonplace nowadays to say that the child's personality, as well as his physical health, requires careful fostering. Growth in personality is dependent upon many factors, and whatever benefits we can give our children through a wholesome environment of work and play will challenge them to higher levels of development. The third article in the study course "Guiding the Citizens of Tomorrow" is full of constructive suggestions toward this end.

What Environment Means to Personality

WALT WHITMAN understood the importance of environment to personality when he wrote:

*There was a child went forth every day,
And the first object he looked upon,
that object he became,
And that object became part of him for the day
or a certain part of the day,
Or for many years or stretching cycles of years.*

A child's growth is fostered by his environment, and environment means the things around him that he sees, hears, touches, tastes, and smells—all the things that give him opportunities to grow in body and mind. A healthy child, to be happy, needs constructive activity, and certain it is that healthy, well-fed children have superabundant energy. Parents and teachers are challenged by no simple task to direct this energy into suitable and constructive channels, to see that their children's environment supplies them with the right kind of experiences. A child's personality develops at its best only when opportunities for work and play are challenging and worth while.

What are the elements in the environment that provide these

necessary challenges? Obviously a child's needs differ at various stages of development. And since it is impossible to separate a child's personality from his mind or from his body, the effect of environment on both physical and mental growth must be considered. We have convincing proof of how environment affects physical growth for good or ill, but we sometimes fail to consider its parallel effects on the growth of personality.

In infancy, for example, basic physical needs must be met, but so must the need for feelings of security and for affection. Every baby needs to be loved.

During the first five years of life physical and mental growth progress more rapidly than at any other time. This is the time when habits are formed that profoundly influence life patterns. It is a period of great activity when the home environment must meet the child's constantly changing needs by adjustments in routine, by providing suitable toys, and above all by understanding. Nursery schools, with their modern programs of play, constructive activities, and social living, help children to make the transition from the little world in which they themselves are all-important to the world of other people.

The Opening Door to Social Life

WHEN the child enters school, he learns how to get along with others. While he is busy doing something with other children he has no time to be moody or think of himself. He also learns a good deal about the give and take of life. Play activities, properly handled, keep his attention focused on the present and consequently prevent too much daydreaming.

In the early school years, when children are five, six, and seven years old, play becomes recreation, but the development of motor skills is still highly important. The school should provide playground apparatus, such as swings, slides, and seesaws, where balance and skill can be acquired. Rhythms are appropriate, but children of primary school age are not yet ready for competitive games. They are physically too immature to stand the strain, and they are not yet good sports enough to lose. They enjoy far more all those exercises and stunts that use the whole body—climbing trees, hanging by the knees from horizontal bars, turning cartwheels, and walking precariously on fences.

To the primary school child the world is a wonderful and exciting place. He is interested in literally everything that touches his own life directly. He should be allowed to visit behind the scenes at the public library, the post office, and the stores so as to understand the things that go on there. He will broaden his horizons by spending his own pennies at the dime store, by dropping letters into the proper slot at the post office, and by buying bread for the family's dinner. Doing errands for his mother will develop his dependability.

A child who is given a definite responsibility for some small household task feels himself an important and necessary part of the family. At six or seven he can run the vacuum cleaner, rake leaves, polish shoes, sweep off the porch, wipe the dishes, and perform many other simple tasks. His attention span is brief, however, so no task should last too long.

Personality is developed by small successes at this age. A child's environment both in the home and in the schoolroom must provide opportunities for him to experience a reasonable amount of success. Yet he must not be put under pressure to achieve beyond his abilities or be matched on unequal terms with those who will inevitably outdistance him.

Patterns of Maturity

WHEN children grow a little older—say, between the ages of eight and ten—they are ready to learn from their failures as well as from their successes. This intermediate period is the time when they love to dramatize themselves and their world. Parents may sometimes find themselves bewildered at the succession of day-long roles their preadolescent may assume. One morning he is a cowboy, the next a fireman. But even this kind of play is actually a learning activity—learning through imitation—as well as a means of self-expression. Parental sympathy and understanding supply the favorable environment for such development, which continues with variations on into adolescence. Then, too, the home or school that can provide costume materials will abet the young actors who enjoy creating both scenes and scenery.

The child's growing control over his environment and his interest in certain special features of it naturally lead him to develop hobbies in the preadolescent period. A junior museum where children may exhibit their collections and their creative work—clay modeling, painting, wood carving, sewing—will urge them to further endeavors. Stamp collecting, the building of model planes or boats, and all sorts of craft work are fostered by the school that provides space and possibly supervision for such activities.

Children eight, nine, and ten years old need active play involving physical skills and are mature enough to enter into rather highly organized games. At this age the desire to excel provides a drive toward active participation in athletics and thence leads to teamwork. This is good, too, for



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team games help a child to see himself in perspective and to think objectively.

When he is not playing, however, he is likely to enjoy reading, if reading has been a part of the family pattern. He is so alive, so interested, so quick to be amused or intrigued that he reads avidly stories with good plots and plenty of fast action, humorous tales and comic strips (deplete them as we may), and informative or even downright dull accounts of people in this land or in other lands. The home and the school can either nourish or thwart a youngster's interest in reading—and thereby affect to a marked degree his whole intellectual life. Moreover, reading and discussion will help him to develop his now budding powers of abstract thought.

The child of eight, nine, or ten is likewise ready to take considerable responsibility, which will in turn contribute to his inner balance. He glows with pride when he is given complete charge of certain household duties, such as dishwashing, caring for his room, or keeping the lawn and sidewalks tidy—if he has already had some part in these tasks before. He cannot be suddenly loaded with responsibility, nor can he be expected to be busy every minute. He must have leisure and periods of relaxation despite his seemingly inexhaustible energy.

Horizons Broaden

AT TEN, eleven, and twelve children are growing into adolescence, becoming sensitively aware of other people's personalities and their own. They are beginning to be individuals, to exhibit greater differences in temperament and in physical maturity. Their world is larger and more complex. It can indeed become bewildering, and they cling to the security of family life while they strive for independence and for social poise. Parents and teachers must understand this seeming paradox if they are to continue to provide an atmosphere favorable to the normal growth of mind and body. Much of the emotional disturbance that often appears in these transitional years is a result of misunderstanding and faulty guidance rather than of vastly accelerated physiological change.

In early adolescence boys and girls still enjoy vigorous and active games, games in which teamwork builds a sense of social solidarity and an appreciation of individual abilities. For physical and psychological reasons their posture is likely to be bad, but parents and teachers will find it easy to correct this condition by appealing to the adolescent's desire to look well in the eyes of his fellows.

Boys and girls usually confine their play to

companions of their own sex at this age. The boys are likely to band together in gangs. They enjoy camping and Scout activities, while the girls frequently prefer less noisy, more sedate pastimes. This is the golden age of hobbies. Boys want pets, though girls often would rather play with dolls.

Growth Without Hampering

NOW IS the time for families to work and play together, to find a common pleasure in planning good times for their leisure hours. Picnics, outdoor games, camping trips, and hikes will give preadolescent boys and girls not only wholesome recreation but that so-necessary assurance born of security and mutual affection. When parents share their youngsters' experiences—by reading the same books, making friends with the same people, visiting the same places, playing the same games—the children's natural delight in new discoveries and explorations will be solidly affirmed by the tempered enthusiasm of mature minds.

At school every effort should be made to build security and poise. If junior and senior high schools give their students opportunities to know themselves and each other better, through both curricular and extracurricular activities, the boys and girls will find few problems in their growing concern with social relationships. Since consciousness of sex is wholly normal at this period, competition between the sexes should be discouraged in favor of other activities in which the students learn to recognize and accept sex differences. Dramatics and dancing; courses in home economics, physical education, and social relationships; and club work of all kinds will lead to an appreciation of the individual and his contribution to the group.

However, the preadolescent should not be forced into work or play that is beyond his level of maturity. Left to himself he will select the activities for which he is physically and emotionally ready. If a well-meaning teacher or counselor insists on keeping him in his own age group, the child will lose that sense of ease with his contemporaries which is so essential to his normal emotional development.

Thus the child grows. Thus he becomes merged with his surroundings yet constantly enlarges the boundaries of his universe. If we offer him opportunities for the kind of work and play that will foster the best development of his whole personality—body, emotions, and intellect—he will never lose that fine rapture, that sense of oneness with the world of which Whitman reminds us:

*There was a child went forth every day,
And the first object he looked upon,
that object he became . . .*



Notes from the

NEWSFRONT

Feminine Candidates.—Two women have been nominated for the presidency of the United States. Victoria Claflin Woodhull was nominated by the Equal Rights Party in 1872, and Belva Lockwood was the same party's nominee in both 1884 and 1888.

Efficiency.—The Army has a new device known as the odograph, which automatically draws a road map of the course taken by the vehicle that contains it. It is used in army jeeps and plots the exact distance traveled in all directions.

Individual Enterprise.—In one of our Southern states there is a citizen who has made up his mind to combat juvenile delinquency on his own. He looks up names in the telephone book and checks up on people who have children to see whether they are staying at home with their progeny in the evening. To those he finds at home he awards a \$25 war bond.

Word Frequency.—The most frequently used words in the English language are as follows: *the*, which occurs 420 times in every 10,000 words of English printed or written; *of*, which occurs 222 times; *and*, which occurs 142 times; *to* (132 times); *is* (72 times); and *that* (61 times). Incidentally, everyone who has read Edgar Allan Poe's story *The Gold Bug* and followed the solution of its cryptographic message knows that *e* is the most common letter in our language. Next come *t*, *a*, *o*, *i*, *n*, and *s*.

Child Support in Russia.—Russia now has laws providing mothers of large families a government grant at the birth of each child and a monthly allowance for each child from birth to the age of five. Both grants begin with the third baby in the family and are increased with every birth up to the eleventh.

Man's Best Friend.—Many of the land mines laid in France by the retreating Germans are made of wood and cannot be discovered even by the best mine-locating instruments. The British Army, therefore, has trained dogs to do this work and finds that twenty of these intelligent, faithful, and courageous animals can clear a lane forty feet wide at the rate of 1,200 feet per hour.

One-Man Marvel.—The mayor of a town out West has a manpower shortage to deal with, so he is also harbor-master, chief of police, and fire chief. He says that, in order to keep himself from getting mixed up and turning the fire-hose on an incoming vessel, he makes a point of wearing a hat appropriate to his task of the moment.

Fuel Saving.—The conservation of fuel, which will be extremely important this winter, may be helped along by the following practices: 1. Install storm doors and storm window sashes or caulk the cracks and openings around window and door frames. 2. Keep shades, draperies, and Venetian blinds drawn at night. (This can also be done in

daytime on the shady side of the house.) 3. Be sure your heating plant is clean and in good working condition; otherwise it may cause great waste of fuel. 4. Make liberal use of your fireplace, if you have one. 5. Use separate room heaters on days when this will suffice. 6. Be careful of such carelessness as lingering in an open doorway to take leave of friends; train children to close doors promptly on entering and leaving the house.

Our Dumb Chums.—A chicken eats many times as much daily as does a turkey of the same size and weight. . . . There is a certain small lizard, called the gecko, that is often kept as a pet in warm countries; it is about three inches long, has an adhesive disk on each of its twenty toes, and can walk up and down the walls and across the ceiling. . . . The owl is the only bird that makes no sound whatever when he flies. . . . There is a fish known as the fishing fish, which has a rod and line as long as itself attached to its forehead; these appendages are made of cartilage and tipped with three illuminated (phosphoric) horny hooks with which to lure and capture smaller fish.

Terrific Sound.—Persons who have winced at the volume of sound in the battle scenes reproduced for the movies will wince again at the very idea of the reduction that is required for motion picture use. This reduction is about one hundredfold. Were the sounds of combat to be reproduced at their actual volume, the spectators at the movie would be in danger of being deafened.

Samaritan Dutchman.—The Flying Dutchman, as known to the service, is a boat weighing about 3,000 pounds and carrying some thirty-six passengers. It is lowered by parachute to aid the survivors of torpedoed ships and fallen planes. It carries water, food, clothing, radio equipment, fishing tackle, blood plasma, sails, two extra engines, and a huge supply of gasoline.

Grave Problem.—The number of young children who are being abandoned by their mothers, as indicated in the daily press, is becoming alarming. Communities will have need to keep on the alert in this matter, discover the basic cause—for the apparent cause is by no means always the actual one—and act in prevention. The do-nothing attitude that assumes that nothing can be done about these things in wartime will bring results nothing short of tragic.

Cares of a Columnist.—One of the best-known human relations counselors in the country offers the following excerpts from letters received at her desk: "My husband has left me. I would not mind, only he took the ration books." "When plucking a chicken, is it the man's or the woman's job?" "My wife and I are congenial in every way except in manners, habits, and taste." "I have always wanted a baby, a piano, or a washing machine." But here is the crowning query: "What happens to the soul immediately after death? Answer by return mail, please."

WITH the end of the war faintly visible on the horizon, the unsolved problem of jobs, the right kind for the right kind of young folks, is again an urgent one that should concern us all. The writer of this article, not content with answers based on theory alone, sought the opinions of employers themselves as to what they look for in hiring young people for permanent postwar jobs. His report on the facts bears directly on present-day educational problems and practices that involve parents and teachers alike.

LET us assume first of all that one of the functions of our schools and colleges is to prepare men and women to meet the needs of business and industry for trained personnel. If this is so, two questions become extremely important to educators, to students, and to parents. What kind of employees do employers want? What factors do they consider when they decide to whom they will offer permanent peacetime jobs?

Probably most business executives know the answers to these questions. Certainly those who employ, train, and follow the progress of men and women in offices, factories, and stores can make a shrewd guess. Some parents and some teachers may know, but not too many of them, if we may judge by the demands made by parents upon schools and by the general pattern of education in our public high schools and our colleges.

For several years the writer has been working closely with employers who send representatives to interview graduating seniors at Northwestern University. In an attempt to discover just what factors are considered important in employing college graduates, a few basic questions were asked of executives in America's major business and industrial firms. More than seventy companies

What Kind of Young People Will Get Jobs?

FRANK S. ENDICOTT

supplied information, which may be briefly summarized as follows:

What It Takes To Make the Grade

1. For most jobs, *personality* is of greatest importance. When asked what is meant by personality the employers defined it as evidence of the ability to get along with people,

to work cooperatively with others, to meet and talk with people easily, and to appear neat, attractive, and well groomed. It seems clear that in business and industry great significance is attached to human relations, with special emphasis on those qualities essential to meeting and working with people.

2. Next in general importance comes *participation in campus activities*, an experience that 90 per cent of these employers consider especially desirable. As one employer put it, "Campus activities develop leadership and the ability to work harmoniously in a group."

3. Except for those positions requiring a high degree of technical skill or scientific knowledge, *high marks* rank no higher than third place. As a matter of fact, more than 30 per cent of the employers indicated that high marks were of uncertain or doubtful value. Those who believed them to be very important made it clear that personal and social factors were usually considered together with the scholarship average.



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4. Seventy per cent of these business organizations give some preference to students who have worked at part-time jobs while attending college.

5. When asked for suggestions about what colleges and universities should do in order to meet employment needs more adequately, these business leaders mentioned most often the development or extension of a plan whereby actual work on the job is combined with study in the classroom. More and better vocational guidance and counseling were also urged, along with closer cooperation between higher institutions and industry.

Among the many implications of these findings let us consider briefly the basic fact that *personal and social qualities, such as the general ability to work cooperatively with others, seem to be essential to success in the business and industrial world.* There are very few jobs in which a person can successfully wall himself off from his fellow workers. Even the highly skilled technician may some day be in a position in which his success will depend largely upon his ability to supervise and direct the work of other people.

When we look to our schools for evidence that teachers, administrators, and college professors are placing proper emphasis on personality development, we are likely to be disappointed. There are, to be sure, clubs, school plays, athletic teams, fraternities and sororities, bands, orchestras, school yearbooks and newspapers, and other activities. But in too many schools participation in these activities is limited to a chosen few who have already developed desirable social traits.

Needed—More Emphasis on Personality

IT IS true that many teachers supplement the lecture-textbook-quiz method with more informal procedures. Nevertheless the group activity and cooperative experience that characterize much of the learning in the lower elementary grades have largely disappeared by the time the student is ready for college. At the upper levels teaching and learning are still mainly associated with hours spent sitting in a classroom or reading books in a library. Students are warned that the papers they hand in must represent their own work, and true cooperation in the solution of the day's problem in square root is likely to be a cardinal sin.

Much of the emphasis on purely individual effort arises out of our concern for marks and arbitrary standards. At this point parents become involved. They frequently insist on knowing just how well Johnny is doing in comparison with the other pupils. And the teacher's efforts to report Johnny's progress in terms of habits, attitudes, and personal or social traits are sometimes blocked by parents who are not satisfied with anything but a definite mark in each academic subject.

We Can Set the Stage

AS parents and teachers we must understand what is happening in the social development of the individual boy or girl. We must be able to discover and evaluate new behavior patterns as they appear. Then, perhaps, we can help by setting the stage for other situations in which the young person is given an opportunity for a particular kind of personal development.

A story is told, for example, of the high school girl who was elected fourth vice-president of her class. No special responsibility was attached to the office, and it seemed likely that she would be nothing more than a figurehead. One day, however, she came home elated because she had presided at a class meeting. None of the other officers was in the room. Her mother was so happy about the affair that she came to school to see the teacher. "Wasn't it fortunate," said the mother, "that the president and the other three vice-presidents were absent?" To which the teacher replied, "Yes, it was indeed. But do you think it just happened?"

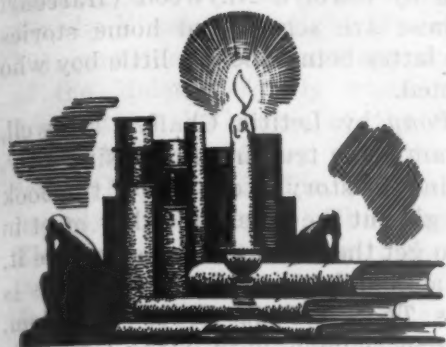
Colleges and universities are, perhaps, least willing of all our educational institutions to devote much effort to the development of personality. They shy away from any academic program that may suggest to certain critics that the institution is becoming more like a country club than a place for serious study.

It is difficult to imagine a university professor calling in one of his students and saying, "Now Mr. Jones, you have a B in my course, and by spending more time on your books and reports you can easily get an A. However, I note that you plan to go into business after graduation and also that you seem to be pretty much a lone eagle on the campus. What you need more than an A in my course is more social life. Join the college Y.M.C.A. or some other organization where you can work on committees with other students. Find yourself a girl and go to parties and to dances. It might even be a good idea for you to drop this extra course you are carrying and get a part-time job. If you don't learn to get along with people, you may not have much chance to use the knowledge you are gaining in my classes."

Perhaps it should be stated clearly at this point that the importance of serious study and the mastery of essential subject matter are not being challenged. It is urged, however, that personality development receive proper consideration because it is so essential to successful living. A larger place in our educational program should be given to those activities that contribute directly to cooperative membership in a working group. Such activities need careful study and evaluation by those who have any dealings with education or any influence upon children and youth.

WHAT BOOKS SHALL WE CHOOSE?

MAY LAMBERTON BECKER



A LOVER of books introduces some of her friends. These in turn will gain new friends as P.T.A. readers cultivate their acquaintance and invite them into homes and libraries where children wait to give them welcome.

A GOOD way to choose a book for a child you have never met is to find out what he likes and what he has read on the subject, then give him, if possible, something just a little better than what he has read. You can even assemble a Christmas shopping list for a good many children by applying this same method. I know, for as I went up and down the shelves in my office, enjoying the bright pictures and good stories prepared for the counters of Children's Book Week, I wrote down the titles of books for children under twelve that my experience told me would be likely to please them, because they concerned subjects in which so many children are interested. I filled several pages with notes. Counted up, the titles came to just fifty. It seemed a neat, round number, and here are the books that made it.



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First, there is *Chuggety-Chug* by Ralph Henry and Lucile Pannell, whose pictures in color are by Katherine Evans (Wilcox and Follett, \$1). A taste for trains sets in early, and a two-year-old will not only recognize this "train of cars" but will promptly use it as a toy. The pages are of cardboard, jointed together and so arranged that they stand up like a real train. There is another train book that actually moves—and is moving a vast number of parents to take it home—Laura Harris' *The Happy Little Choo Choo* (Penn, \$1), whose wheels really go around. If your child is just a little older you can give him *I Like Trains* by Catherine Woolley, illustrated by Doris Spiegel (Harper \$1), which tells about a little boy who liked everything on a train from the baggage racks to the engineer. Then there is *Pogo's Train Ride* by Jo Norling, with pictures by Ernest Norling (Holt, \$1.75), about freight trains.

TWO-YEAR-OLDS are getting more attention than usual this year. I am told it is because there are not so many toys available, but I think there are other and better reasons. Helen Dean Fish has *A Little Book of Colors*, with pictures by Catharine Smith (Lippincott, \$1), for two-to-fours, in which each page is devoted to objects of a certain color—red, blue, green, and so on. It trains the eye early, a good thing if you live on a street with traffic lights.

Here Comes Daddy by Winifred Milius (Scott, \$1) is in bright primary colors. A little boy and his cat stand waiting for Daddy. Traffic of all sorts goes by and you watch it until out of the bus steps a man in a big ulster; Daddy has come home. *Fix the Toys* by Dorothy King (Morrow, \$1.50) looks like a toyshop on the outside and on the inside shows the toymen trying to put together the bodies and heads of a number of dolls packed separately into an envelope that looks like a trunk. Little fingers fit them into slots to put the dolls together, just like the toymen.

Funny animals are favorites at this time of life,



and Munro Leaf, always loved by small children, gives us *Gordon the Goat* (Lippincott, \$1), while H. A. Rey illustrates the absurd *Katy No-Pocket* by Emmy Payne (Houghton Mifflin, \$2), the tale of a kangaroo mother and how she managed. Clare Newberry's cat pictures are for any age; the new one, *Pandora* (Harper, \$1.75), about a Persian kitten, is a family book that will be loved even by the littlest child. One of the pictures can be taken out to frame. The pictures in *The Bountiful Cow* by Helen and Michael Czala (Holt, \$1.25) are truly comic. This particular cow was scared of everything until she had a baby calf to protect, and then she became bold as a lioness and enjoyed herself much more. *Yonie Wondérnose*, with story and lovely color pictures by Marguerite DeAngeli (Doubleday, \$2), has plenty of farm animals, but the tale is really about a dear little Pennsylvania Dutch boy.

IF YOU know a preschool child who needs a bit of preparation for going to school, give him *The Little Boy Went to Kindergarten* by Ellen Paullin, with pictures by Elizabeth Ripley (Oxford University Press, \$1.25), for it dances through a typical school day so alluringly that you suddenly feel as if you were missing something by being grown up. The same gentle glamor pervades *First Grade*, with story and pictures by Eleanor

Frances Lattimore (Harcourt Brace, \$1.75), and *Here's a Penny* by Carolyn Haywood (Harcourt Brace, \$2). These are school and home stories true to life, the latter being about a little boy who is happily adopted.

Boy Meets Pony by Letitia Chaffee (Howell, \$1.50) is a dream come true in an amusing way, for the boy begins the story at one end of the book and the pony begins at the other, and they meet in the middle. You get the idea as soon as you see it.

A gaily fantastic tale for this time of life is *Jenny, the Bus That Nobody Loved* (Random, \$1.25) by Maurice Dolbier, with Tibor Gergely's brilliant pictures in color. Jenny was retired from service, and she mourned in her stable, but when she was brought out for an emergency, she found that a gold button had been added to her dashboard that would take her anywhere, even to the South Seas. *The Little Stone House* by Berta and Elmer Hader (Macmillan, \$2) is for any child who likes to watch houses being built. The book tells how, bit by bit, the Haders built their own house in the country.

AT JUST what point in your child's development Rachel Field's *Prayer for a Child* (Macmillan, \$1.50) will come I don't know, but I'd say pretty early. It is so beautiful in itself and the pictures by Elizabeth Orton Jones are so sympathetic that it should reach the heart of anyone, young or old. There is *A Child's Book of Bible Stories* (Random, \$1.50) retold by Jane Wenner with the lovable pictures by Masha. The welcome given Mary Alice Jones's earlier book has brought us her *Tell Me About Jesus* (Rand McNally, \$2). The beautifully printed, admirably arranged selective edition of the King James version of the Bible, called *The Book of Books* (Knopf, \$3), will be precious indefinitely. The religious element is strong in the loveliest of the Christmas books, *Lullaby* by Josephine Bernhard, illustrated in color by Irena Lorentowicz (Roy, \$1). Its tender beauty attracts both the old and the very young.

For the eight-to-twelves *Wings for Per* by the D'Aulaires (Doubleday Doran, \$2.50) has their well-known brilliance of color lithography to illustrate the story of a Norwegian boy who escaped from the Nazis, learned to fly, and came back to help set Norway free. *Penny*, with story and pictures by Marjorie Torrey (Howell, \$2.50), is about a nice little girl, but people will love it for its irresistible pictures in color. *The Hundred Dresses* by Eleanor Estes, with Louis Slobodkin's pictures (Harcourt Brace, \$2.50), has unusual distinction. Wanda wears the same old dress to school every day, but—well, you must find out about the hundred!

In *Uncle Bennie Goes Visiting* by Emma L.

Brock (Knopf, \$2) an elderly grocery clerk goes to visit on a farm and becomes so fascinated by farming that he stays there. *Then There Were Five* by Elizabeth Enright (Farrar and Rinehart, \$2), continues the always appreciated adventures of the Melendy family whose fifth member is adopted in the course of the summer. *Decky's Secret* by Anne Molloy, with the Haumanns' pictures (Houghton Mifflin, \$2), kept me reading so happily that I know it will do the same for others. The secret has something to do with trains, but you'll never guess what. *Spinny and Spike and the B-29* by Lavinia Davis (Scribner, \$1.75) and *Sky Ride* by Katherine Pollock (Scribner, \$1.75) take small boys up into the air, like their big brothers in service; and *Laffy of the Navy Salvage Divers* by Iris Vinton (Dodd Mead, \$2.25) tells about the only school of its kind in the world, on the river right here in New York, where Laffy is a real mascot dog.

The Good Ship Red Lily by Constance Savery (Longmans, \$2.25), with Nedda Walker's pictures, gives a family of English children several extra thrills on the way to catch the boat for New England in the time of the Puritans. Helen Fuller Orion's *The Winding River* (Lippincott, \$2) is laid in Azilum, the Pennsylvania refuge prepared in vain for Marie Antoinette. *New Worlds for Josie* by Kathryn Worth (Doubleday, \$2) is for girls who like boarding-school stories. This one is in Switzerland and has a sensible lesson for life woven into its lively talk. *The Dragon Fish* by Pearl Buck (Day, \$1.50) is another of her friendly memories of personal experience in China. From China comes also a delicious magic story, four

hundred years beloved by Chinese children—*The Adventures of Monkey* (Day, \$1.75) for eight-year-olds and *The Magic Monkey* (Whittlesey, \$1.50), a simpler and shorter version for little children, with the remarkable drawings of the eleven-year-old Chinese artist Plato Chan.

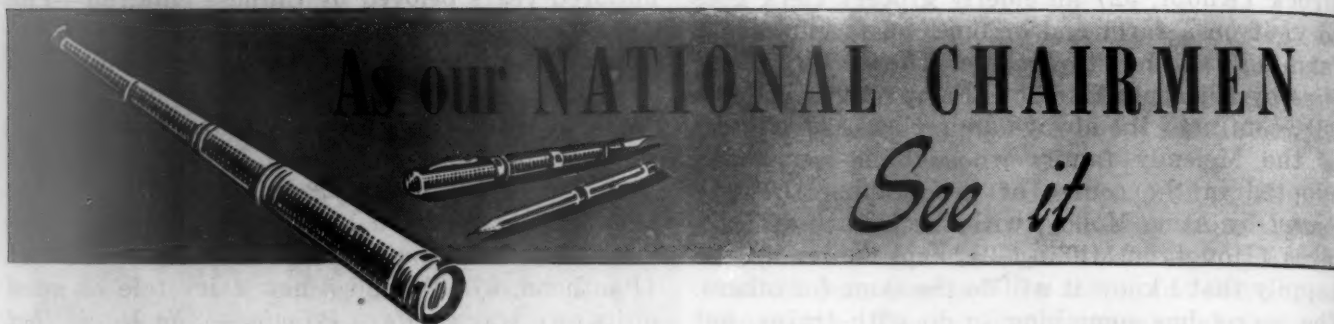
There are two other important additions to the magic department—a noble setting of the complete *Grimm's Fairy Tales*, beautifully illustrated (Pantheon, \$7.50), and a new fairy tale as good in its own way as *Mary Poppins*—*The Magic Bed Knob* by Mary Norton, with colored pictures (Putnam, \$1.75). There is always magic in Mother Goose for little children, and a new edition is one selected—seventy-seven verses—and illustrated in color by Tasha Tudor (Oxford University Press, \$2).

I SHOULD stop before the teens, but since a taste for biographies, if a child has it at all, often sets in earlier, here are a few that I can especially recommend: *The Silver Pencil* by Alice Dalgliesh (Scribner, \$2.50), an autobiographical story; *The Exile's Daughter* by Cornelia Spencer (Coward, \$2.50), Pearl Buck's life told by her sister; L. N. Wood's *Raymond L. Ditmars* (Messner, \$2.50), all about natural history; *John Milton* by Edmund Fuller (Harper, \$2.50); *Tales from the Vienna Woods*, a musical life of Johann Strauss the younger, by David Ewen (Holt, \$2.50); Jeannette Eaton's life of Roger Williams, *Lone Journey* (Harcourt Brace, \$2.50); and dear Hendrik Willem van Loon's last word to young folks, *The Adventures and Escapes of Gustavus Vasa* (Dodd Mead, \$2.50).

UNITED THROUGH BOOKS . . .

WILL the children of today be able to meet the challenge of the "one world" that is upon us, here and now? Will they be able to deal adequately with the conditions and tendencies of their times? These are questions to be pondered carefully by serious Americans everywhere who have witnessed the sacrifice of two generations to misunderstanding, misinformation, and complacency. Of one thing they are sure, these thinking Americans—that *understanding* is the strongest weapon against all the evil ideas that have attempted to enslave the world. If our children have that, they will have true and lasting liberty. And what better way is there to achieve understanding of the world and its peoples than through books? *United through books*—the worlds of the past and the present, the lives of men and of nations, the miracles of nature and science, the religions and philosophies of the universe, waiting to become the personal property of the child who knows how to read and understand.

November 12-18 is Children's Book Week, of which the National Congress of Parents and Teachers is a sponsor. Whatever the age of your child, there are many splendid books of every time and nation on the shelves of thousands of public libraries, on the counters of hundreds of bookstores. By reading these books and thinking about them, your child will widen his horizons and be led toward a better understanding of the thoughts and feelings of his fellow men—a better understanding, too, of human rights and human destiny. Consult your librarian, who will help you distinguish wholesome reading matter from mediocre books and magazines. Guide your child's reading and the development of his literary taste. Help him learn to enjoy books, to use them, to benefit from them. Make *every* week his book week. You can give your child no greater gift than the counsel and companionship stored away in the world's best literature.



Literature, Life, and the P.T.A.

HOW can I help my child to find the spiritual and emotional stability that will cushion him against the shocks of a world in tumult? What reference books should we have in our home to answer his questions? What magazines for children meet high standards of artistic and literary merit? How can I foster in my child a love of the great literature of the world?" These problems lie deeply on the minds of thoughtful parents.

At a time when children are asking unusually searching questions about life and death, war and peace, and thousands of other subjects that perplex them, a study course on children's literature is particularly helpful.

If local P.T.A. units would go to the librarian of their nearest branch library and ask for her help, such study courses could be organized in many communities throughout the nation and could become a source of constructive guidance.

This was demonstrated last year by the Kentucky Congress of Parents and Teachers. A series of articles in the state bulletin was followed up by promotion of a course on children's literature at the University of Kentucky. The course was offered and given by the library science department of the university to "meet the needs of parents in selecting books for their children."

—CATHARINE C. MULBERRY,
Reading and Library Service

TODAY all over America National chairmen of the standing committees of the National Congress of Parents and Teachers are engaged in advancing parent-teacher work in special fields related to child welfare. The experiences, observations, and impressions recounted here by members of this national group not only give an interesting picture of committee concerns and committee activities but indicate the great goals toward which these activities are directed.

Safety—A P.T.A. Responsibility

ON far-flung battle fronts we fight to make the world safe, but what of the home front? Do we want safety, or are we just toying with the idea? How much are we interested in safety, and how much are we willing to do about it?

Rear Admiral Richard E. Byrd has this to say: "America can be made safe! Safe for play and safe for work, for travel, and for discovery. I want the boys and girls in school to help all of us who are grown up to make America a safer place in which to live."

The boys and girls of today want their share of adventure of course—like all young people the world over, but with the many hazards they encounter every day, in homes with modern machinery and equipment and in traffic with cars and bicycles, their safety education must start long before they reach school age. It is a tragic fact that children are involved in one sixth of all the accidents that happen in the home.

Home safety today is our great unsolved problem. Every accident should be investigated, and when the facts have been discovered, corrective measures should be taken at once.

The example and attitude of parents are of the utmost importance. The child who is not taught safe habits of living is far more likely to become an economic and social liability. Every mother should observe the following rules:

1. Teach the child the safe way of crossing streets; see that he makes it a habit.
2. Direct the child toward safe places to play.
3. Develop habits of carefulness in play and in use of household equipment, tools, constructive material, and play equipment.
4. Teach the child to avoid playing with matches or playing near stoves, bonfires, and open fireplaces.
5. Develop habits of caution near water. When he is old enough, the child should be taught swimming and proper bicycle riding habits.

Children are seeking illegal employment at an early age. They are driving automobiles, trucks, and tractors before they have reached the driver license age, and, owing to the manpower shortage, are assuming too heavy duties and responsibilities. It has been found that a large percentage of

cases of juvenile delinquency involve traffic violations. Almost two and one-half million boys and girls reach the driving age annually. How many have had proper driving instruction? Are we taking advantage of the Driver Training program?

If we accept this definition that "democracy is the essence of cooperation," we must then give full support to public officials in traffic accident prevention. We can do this through regular P.T.A. meetings, by informing our members of existing conditions.

The safety work of the P.T.A. embraces the three E's of Safety—Education, Engineering, and Enforcement. In Engineering and Enforcement it is a matter of cooperating with all officials dealing with safety. But in the field of education our study groups, our visual aids, and our dramatizations can promote safety, as can safety institutes, radio broadcasts, and newspaper publicity. We can be a power in this nation in overcoming the rising accident toll.

—JENNIE L. NICHOLSON, *Safety*

Families to the Fore

THE committee on Home and Family Life is anything but idle these days. Did you know that ... Arkansas community canning centers are being established in one hundred eighty localities? ... in Pennsylvania, consumer education has been stressed, with some very striking results?

... South Carolina offers this thought: "The home must go all out for victory, and it must provide opportunity for every child to grow up within the loving care and affectionate discipline of family life"?

... the New Jersey chairman has prepared an extensive outline for postwar education for home and family life, including family counselor centers and care of children of parents who must work?

... the Illinois chairman has given demonstrations of sewing and hat-making in eighteen different districts?

... the greater need for family understanding in times of crisis has been emphasized effectively by the California chairman?

... in Florida special attention has been given to sponsoring the compilation of simplified laws pertaining to children?

... the West Virginia chairman says: "Curb juvenile delinquency by better homes and more home life."

... a statistical report from the Texas chairman shows the following totals: study groups, 409; enrollment, 5,805; certificates, 970?

... the Oklahoma chairman recently sponsored programs "to keep normal youth normal," which included discussions at high school assemblies,

talks with men's service clubs and other civic groups regarding youth problems and Teen Town as one way of meeting these?

—MAUDE R. CALVERT,
Home and Family Life

Let's Discover Democracy

THE story is told of a young fighter who, visiting an older friend before going overseas, spoke these words as his good-bye: "Just see to it that this doesn't happen again. And see that the kids learn it mustn't." What a responsibility he placed on all parents, teachers, and Americans!

The most serious problem facing us as citizens today is to see to it that this terrible holocaust does not occur again. Indeed, what is there to live for if such hate and destruction are to reappear, with ever-increasing force, in each new generation? The world has grown so small that all nations are our close neighbors. We must, therefore, either respect them and live with them in understanding and appreciation or be thrown into fiercer hand-to-hand struggles for survival.

Every parent-teacher member has a serious responsibility here. As we create within our children a love for all mankind, we are building toward a world friendship. As we teach them to appreciate differences among people and to respect them as individuals, we are taking a step toward the type of citizenship that will lead us to world peace.

If our children are to make this world friendship a reality, we, the adults who train them, must cease to fill them with our own prejudices and hates. We must teach them only what we know to be true and unbiased.

World friendship and tolerance may not be taught as such, but we can cultivate in our schools, homes, and communities certain common aims and associations. We know that all peoples build homes, grow food, celebrate holidays, and make clothing. It would be well to teach our children that people have many different ways of life, but that the more we learn about them the more we find that these ways are not so queer, after all. We discover that other peoples, too, have feelings, dreams, and ambitions.

The friendship that the world will in the future feel toward us depends on us, the parents and teachers, and on our vision, our attitudes, and our spirit of cooperation. The refugee children who came to us for protection in a time of great danger have left much of themselves with us and have given us true inspiration.

May we never fail our young men and women who fight for us today, as we did that boy who lies under the white marble tomb in Arlington.

—KNOX WALKER, *Citizenship*

The Keystone of Democracy

MINNETTA A. HASTINGS

President, National Congress of Parents and Teachers

THE topic that overshadows all others in importance today is the creation of lasting world peace through some system of international cooperation. The whole of our social and economic structure changes when the nation is called upon to devote all its energies to carrying on war. The life of every family is disrupted or threatened with disruption when sons, brothers, and fathers are taken away. Young children cannot have a normal life when their fathers have gone to war and their mothers may be working. Parents cannot help their children plan a satisfying adult life if the shadow of war is ever present. Whether we have peace or another war in a few years is the most important issue in the life of every American today. The welfare of all our children and youth is at stake.

What can be done to create and maintain peace? "We must build an intelligent and responsive citizenry that will have a genuine respect for the dignity and importance of every human being, despite differences in cultural background, race, or creed." Thus we answered the question in the Findings of our 1944 Convention. But these words cannot reach fulfillment without the individual and determined effort of every citizen in the land.

A person who has had little or no education can contribute only a very limited share to the thinking of his times because he cannot read what others are thinking. He has no background for his opinions, because he has not been taught the basic facts of the history of his own country and its relation to the rest of the world. He cannot, therefore, participate intelligently in the political life of his community, his state, or his nation. The uneducated person is handicapped from the cradle to the grave, and the contribution he might have made is lost forever.

All dictators, of whatever type and whenever they have lived, have recognized the power of education. Their policy has usually taken one of two directions: Either it has kept the people illiterate or, in the manner of the present-day dictators, it has taught people to read and write but has rigidly controlled whatever was taught. Either it teaches distorted facts and totalitarian propaganda, eliminating all belief in democracy, or it destroys all institutions of learning that refuse to conform.

Japan believes she can dominate China if she

can completely destroy China's educational institutions. Hitler believes that "slaves need no leaders" and has made it his policy in conquered Europe either to destroy education as ruthlessly as he has destroyed homes and families or to use it for his own ends. What we have seen happening in Europe and Asia should be a sufficient warning to us—not to speak of the manner in which it challenges our best thought and our unswerving efforts.

Here Is the Remedy

IN order to combat the evil ideas implanted in young minds that will live long after the war is over and present-day dictators have perished, we need a system of education that will allow *each child* to develop to the limit of his capacity. We need teachers who will inspire our children with enthusiastic faith in our own way of life because they themselves understand how this way of life has evolved after many centuries of struggle, in many countries and by many peoples.

We need to realize the terrible power of *ideas* for good or ill. Ideas can cross any barriers; they are more potent than the most destructive weapons of war. They are the basis of public opinion; they ultimately control international policy and settle all domestic issues.

Full use of the power of education has never been made by any democratic nation. The United States has the best system of free public education yet devised, but most thoughtful educators are well aware that in many sections of the country educational standards are low because of local poverty and that improvements can be made even in the better systems.

Much fine, constructive thinking is being done by educators themselves. But this is a task that be-

AN idea is a program of action. The 1944 Wartime Conference brought forth in profusion ideas worthy of record in the Findings of the Conference. That the programs of action planned by local units may have stimulation and guidance, these ideas are interpreted in the series of articles here presented.

longs to the public as much as it does to professional educators. The public pays for the schools, and the public's children are educated by them. Standards of living can be raised, with a subsequent higher degree of prosperity for all, when underprivileged people are educated to produce and consume in greater amounts. Labor, industry, and the nation in general can reach higher levels when educational standards are raised.

What will be true of national life will be equally true of international well-being when we become sufficiently enlightened to apply the same principles on a wider scale. We shall undoubtedly pay a high price for peace, but the values received in exchange will be immeasurably great; for we shall at least have learned the lesson of the ages—that "none liveth to himself." Progress and wholesome living for America are no longer possible while the rest of the world is in bondage.

If education is to become the great force it can and should be, there will be an imperative need for better financial support—for funds to equalize educational opportunities within the various states by increased state aid and among the states by Federal aid granted on the basis of need and with safeguards insuring local control. The inequalities of educational opportunity in this country even now are a reproach to our citizenship.

The Teacher in Community Life

THE greatest factor in education is the teacher who spends hours daily in the classroom, shaping the ideals of children as well as giving them information. Men and women of the highest type, who consider teaching a service profession, who understand the laws of child growth and development, who truly like children, and who have had the finest professional training, are the men and women we wish to attract to the teaching profession. Is not our children's proper development a matter of such importance as to command our utmost attention to the selection and adequate maintenance of those who guide them?

Our teacher training institutions are responsible for the careful selection of candidates on a

far broader basis than that of intellectual attainment. The public, on the other hand, must be willing to give due financial reward and social status to teachers who qualify under these high standards. Men and women of worth cannot otherwise be expected to adopt teaching as a lifework.

The Role of the National Congress

THE National Congress of Parents and Teachers, in all its state branches and their local associations and down through all the years of its history, has worked to "bring into closer relation the home and the school" and to "develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education." Since growth is an accepted criterion of vitality and success, perhaps the best proof that this effort has not been in vain is a study of our growth in membership. In the depression years we doubled our membership. All over the country parents and teachers together rose to defend and support education when many would have lowered its standards.

Again, during the past year—when war has disrupted family and community life, when war work and war activities have reached out for the services of all leaders everywhere, with a consequent threat to child welfare—we gained about half a million members. But the possibilities of home and school cooperation are just beginning to be widely recognized.

There is always need of a channel for this cooperation—one that will enable each participant to make his particular contribution and all to work together for the good of all children. This is true democracy in action, and this is the fundamental purpose of our parent-teacher organization. Every member is responsible for his representation of the ideals of the local organization, the state organization, and the National Congress.

We stand today in a position to perform a valuable service not only to America but to the world. Let it never be said that we neglected this historic opportunity.

Citizenship occupies a position of particular emphasis in the permanent program of the National Congress of Parents and Teachers. Members are urged to inform themselves of the qualifications of the candidates running for office and to fulfill the inalienable right of self-government by voting on November 7. According to the Gallup Poll, of the 88 million persons who will be eligible to vote this year only a mere 40 million will vote. If this prediction is accurate, more than half the American people will have failed to exercise the fundamental privilege of citizenship in a democracy. It is the hope of the National Congress that none of its members will be found wanting on Election Day; further, that every member will urge his family and his friends to go to the polls and vote for candidates in whom they put their trust—candidates capable of carrying forward the Objects inherent in the total parent-teacher program of child welfare.



PTA

Frontiers

Checking Up on Child Labor

Much has been written and much will be written concerning the *extent* of child labor in the United States. But some aspects of the problem have been somewhat neglected, though they are unquestionably significant. Regardless of the effect on the child of working at an age earlier than has been accepted as socially desirable, there remains the fact that a great many thousands of children have had their educations interrupted, their habits of study broken. When the present need for their labor is past they will be left adrift with no desire to return to school and no ability to fill a place in the ranks of labor higher than the level of the unskilled. They will have become accustomed to having money without the necessary feeling of responsibility for spending it wisely. They will be a receptive group in which to plant the seeds of social dissatisfaction. They are the potential delinquents of the coming years.

Wherein have our high schools failed, that these children are unable to place long-term values ahead of short-time financial gains? If the schools have not been able to hold children because of the lack of suitable programs and because of the apathy of parents, what adjustments must be made to bring back these thousands of children who have left school? Or what kind of adult education program must be instituted to orient these young people to an increasingly complex social structure?

In a great many instances these children have been employed in defiance of child labor laws. It is inevitable that their present lack of respect for law will carry over into other fields. Moreover, the practice of permitting them to work contributes to an earlier breakup of the home than might otherwise be the case. Financial independence on the part of the child can easily lead to conflict with parents.

It is here that those agencies interested in the welfare of children enter the picture—and enter it at the community level. The Illinois Congress

of Parents and Teachers during the past year has sponsored, through its local councils, detailed surveys of child labor conditions in several of the larger cities outside Cook County. The experience of making these surveys was invaluable to those participating. It brought parent-teacher members into direct contact with actual community needs and conditions.

The parent-teacher association at the local level can do a number of things in connection with the problem of child labor. It can find out what local conditions are. It can demand the enforcement of child labor laws and see that parents are familiar with them. It can encourage a functional school program that will enable both parent and child to understand that a child's education comes first. It can sponsor a program among youth groups to make illegal child labor unpopular. It can broadcast desirable standards of child employment beyond those required by law. It can act to remove public apathy to the exploitation of children by urging the school to provide adequate counseling for both parents and children.

The broad design of needed action is apparent. The local community must provide the specific blueprints. The job is not only to prevent further damage but to repair the damage already done. As the pressure for manpower lessens, the first task will be easier—but the second will become immeasurably greater.

The challenge is clear: Find out the facts about the situation in your local community; then do something about it. If the parent-teacher association won't accept this challenge, who can be expected to? —CHARLES E. HOWELL

Dime Seed, Dollar Harvest

The Dime Book Reviews began five years ago in Omaha, Nebraska, as a unique experiment in adult education. Today these programs are widely known and accepted as an educational device and as a source of revenue for child welfare projects.

The reviews, sponsored jointly by the Omaha

Council of Parent-Teacher Associations and the School of Adult Education of the University of Omaha, yield all proceeds above the necessary operating expenses to the council. This money is earmarked for child welfare activities and used for that purpose exclusively.

The book review has tremendous possibilities as an aggressive educational medium for large groups, if certain requirements can be met to assure the success of the undertaking. Recognizing this fact, the sponsors of this new project gave much thought to selecting a convenient time of day, a convenient location available at small cost, and outstanding reviewers.

The cooperation of a downtown department store for the first three years and similar cooperation by a fraternal organization last year, met one of the requirements by furnishing a large auditorium and facilities at no cost to the sponsors. The dime admission charge placed the reviews within the reach of everyone. Last year season tickets were sold as a convenience to the purchasers and as a security to the promoters, since most of the expense could in this way be underwritten at the beginning of the season.

What kind of books are reviewed and what kind of persons do the reviewing? Both best sellers and the classics have been included. Books relating to problems of spiritual and philosophical living or to the interpretation of significant national and international affairs of the day are presented with a view to adult education—in addition to books written primarily for entertainment. In the selection of reviewers, preference has been given to those who possess not only outstanding speaking ability, but the requisite cultural and educational background.

More than 4,000 persons attended the Dime Book Reviews the first year, adding over \$400 to the council's child welfare fund. Of this amount \$200 was immediately given to the Omaha Board of Education to be used for the Continuation School, a project for individual capacity development of retarded children. Without this assistance the school would have had to be discontinued.

The following season the attendance numbered more than 8,230 people; consequently, more money was available for child welfare—including a \$200 contribution to the school health department to-

ward the purchase of a movie projector with attachments, to be used in conjunction with the Summer Round-Up and a general health program. Each year the many local and state agencies serving children have been the recipients of gifts made possible by the reviews.

The war, of course, has decreased the attendance somewhat, but the inspiration and relaxation that come from good books have, interestingly enough, increased the appreciation and enthusiasm of the audience. Though the reviews are attended chiefly by women, more men are in evidence each year, particularly when the reviewer is a man and the book a meaty one. In the opinion of the sponsors, many more P.T.A.'s and schools could well serve their community with a similar project modified to meet local conditions.

—EVELYN W. LUKOVSKY



One of the large and enthusiastic audiences that have attended the highly successful Dime Book Reviews conducted by the Omaha Council of Parent-Teacher Associations for the past four years.

The Forgotten R

Religion is a vital source of democracy, for unless it is founded on Christian principles democracy cannot endure. Character, a product of religion, is the heart of our national morale. The spread of fascism today has aroused leaders in government, education, and the church to thought and action.

The British Parliament has made religious instruction and daily worship a statutory requirement for every school in the United Kingdom. Here in the United States less than half of our 34,000,000 school children have received any sys-

(Continued on page 40)

Guiding the *Citizens* of Tomorrow

A parent education study course for individual parents and parent-teacher study groups.

Directed by RALPH H. OJEMANN

THIS OUTLINE IS BASED ON THE ARTICLE
WHAT ENVIRONMENT MEANS TO
PERSONALITY. SEE PAGE 21.

Outstanding Points

I. A child's growth is fostered by his environment, and environment means the things around him that he sees, hears, touches, tastes, and smells—all the things that give him opportunities to grow in body and mind.

II. A child's needs differ at various stages in his development. And since it is impossible to separate a child's personality from his mind or his body, the effect of environment on both physical and mental growth must be considered.

III. Personality is developed by a variety of experiences. When a child enters school he learns through working and playing in groups how to get along with others. He also learns a great deal about the give and take of life.

IV. In the early school years, when children are five, six, and seven years old, play becomes recreation, but the development of motor skills is still highly important. A child who possesses good habits and the skills normal to his age is able to meet readily the demands made upon him by his activities at home, at school, and at play and thus to acquire independence and self-confidence.

V. Children eight, nine, and ten years old need active play involving physical skills and are mature enough to enter into rather highly organized games. They may also enjoy reading and must have leisure and periods of relaxation despite their seemingly inexhaustible energy.

VI. At ten, eleven, and twelve children are growing into adolescence, becoming sensitively aware of other people's personalities and their own. Much of the emotional disturbance that often appears in these transitional years is a result of misunderstanding and faulty guidance rather than of vastly accelerated physiological change.

VII. Now is the time—during the child's preadolescent years—for families to work and play together, to find a common pleasure in planning good times for their leisure hours. At school every effort should be made to encourage feelings of security and poise.

Questions To Promote Discussion

1. Is the community playground a good place to send elementary school children to play? Is a playground supervisor necessary?

2. At what age do children tend to form gangs and clubs and why? What are the differences between a play group, a club, and a gang?

3. What type of outdoor activities can every home provide for children at the various age levels? How can the yard be used to afford opportunity for such activities?

4. Is it wise to send an eight-year-old boy to a well-regulated and properly supervised summer camp? How can experiences like this help him to think for himself?

5. What can one do with a grade-school child who is too sure of himself and too willing to decide important matters alone?

6. Why is it better to assign a child problems rather than tasks?

7. Why is it that especially during the nine- to twelve-year-period children enjoy gangs, secret societies, sign language, and so on?

8. How may the home prepare the child for companionship with persons outside his family?

9. Why should children be encouraged to bring their friends into the home? Should parents narrow the child's circle of companions to exclude those with whom they do not care to have him associate?

10. How can parents best help young people decide how long to stay in school? How to find a place in the war effort? How to avoid making decisions that are not wise?

11. What are some of the conflicts most common among adolescents? How can such conflicts be dissolved?

12. Do we face more problems and difficulties when dealing with an adolescent's leisure time than we do when dealing with that of an elementary school child? Why?

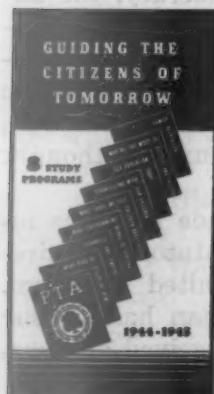
13. What kind of movies and radio programs do young people like? How can a family discussion help children to interpret movies and radio programs?

14. In time of war how can the family be the center of security and an agent for peace?

15. A mother complains that her boys, six and eleven, break windows willfully and are destructive in other ways. Neighbors are always phoning to ask her whether she knows where the boys are and what they are doing. What can this mother do to direct her sons' energies into more desirable channels?

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Life at the *Preschool* Level

THIS OUTLINE IS BASED ON THE
ARTICLE HOW THE FAMILY HELPS
OR HINDERS. SEE PAGE 8.

*A study course for parents of preschool children, for
study groups, and for parent-teacher associations.*

Directed by ETHEL KAWIN

Outstanding Points

I. The child's first important relationships are those within his family group. The patterns of these earliest relationships have a profound influence on all his later associations with other people.

II. His first feeling of security comes to a child from the family group into which he is born—from parents who love, cherish, and protect him just because he is their child.

III. Wartime dislocations of families, especially those that transfer children to the homes of their grandparents, tend to complicate parent-child relationships and the problems of child training.

IV. In any home it is important that the adults agree upon what is to be expected of a child and that the child should not sense any disunity among them. His own parents should determine how a child should be reared, even though they are living with the grandparents.

V. Every child needs a sense of being wanted, loved, and understood. His home should be a place where he always feels accepted and secure—as a person.

VI. Parents need to cultivate their own feelings of security in order to make their children feel secure. From the calm and peaceful warmth of a home in which there is harmony and affection, the young child will enter into associations with other children in the world outside his home with feelings of confidence and adequacy.

VII. As Mrs. Myers points out in the last paragraph of her article, the test of how well the family has succeeded in making the child feel secure comes in his feeling of adequacy when he mingles with other children outside the family circle. For a discussion of this close relation between *security* and *adequacy*, see James Plant's article on page 12 of the January 1944 issue of the *National Parent-Teacher*.

Questions To Promote Discussion

1. Describe the type of home that helps a child to feel secure in his relations with other people. Describe the type of home that hinders the child from developing feelings of security.

2. What are some of the problems that are likely to arise when a mother takes her child and goes home to live with her parents while her husband is in the armed forces? Are the problems likely to be different if she goes to live with her husband's parents? What are some of the ways to prevent these problems when families have to double up? What are some good ways of solving them if they do arise?

3. Why does security for the child depend so much on harmony among the adults of his household?

4. List the important qualities that members of the family should cultivate in their own lives in order to create a calm, harmonious home for their children.

5. Assume that there are two children in a family, a boy of five and a little girl of three. Mother favors the boy, while little sister is Father's favorite. Discuss the many undesirable results that may occur in this situation. By what methods may cooperative parents correct such a situation in their own family?

6. Assume that you are trying to help a five-year-old boy who has just entered kindergarten. He cries each day when he gets to school, clings to his mother's hand, and begs her not to leave him. His mother says he seems always to be afraid of any new situation. As Dr. Plant points out, such children are usually panicky because they feel insecure. Outline the procedures by which his mother and kindergarten teacher may help this child to overcome his fears of new situations.

References

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The common, everyday problems of family life—including grandparents in the family—are discussed with delightful humor.

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Levy, John, and Munroe, Ruth. *The Happy Family*. New York: Alfred A. Knopf, 1938.

The authors, a psychiatrist and his psychologist wife, recognize that all children have difficulties and that every child needs love—and firmness in handling.

National Congress of Parents and Teachers. *Guiding the Young Child*. Chicago: National Congress of Parents and Teachers, 1941.

This pamphlet contains selected readings on the infant and preschool child, bringing together some outstanding articles from various issues of the Magazine.

Waring, Ethel B., and Johnson, Marguerite W. *Helping Children Learn*. Ithaca, New York: Cornell University Press, 1941.

A book of specific suggestions on how to guide young children wisely in concrete situations. Helpful material for discussion groups.

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A reprint of a symposium held at the University of Chicago in 1942, which tried to work out a family guidance program within the framework of the Federation of Churches of Christ in America.

LIFE
AT
THE
PRESCHOOL
LEVEL

Motion Picture

PREVIEWS



THE motion pictures our children see probably contribute more to the development of their attitudes than any other influence that bears upon their daily lives. Because it is our most vivid and dramatic form of storytelling, the film is usually more emotional than intellectual in its appeal. Not all movies, however, foster the most desirable attitudes toward human beings and the world they live in. But if a parent or a teacher chooses carefully, he can select one or two or three films each month that will contribute to children's understanding and appreciation of human relations—particularly if the films are discussed at home or in the classroom.

Tomorrow the World, for example, by the simple device of transplanting a twelve-year-old German boy, filled with all the diabolical cunning and cruelty of the Nazi ideology and with a firm belief in the superiority of the master race, into an American community, is a vivid interpretation of our democratic philosophy and the objectives of our educational system. It also presents the problem of dealing with German youth after the war.

Wilson not only tells the story of a great and courageous man but it projects the audience into an ideal American family where love, consideration, and understanding motivate each person's actions. The film explodes the theory that American history cannot be made entertaining, for the exquisite beauty of its setting and its high dramatic quality make it outstanding.

Dragon Seed can contribute much to our understanding of the old and the new China, and *The Seventh Cross*, through interpretive discussion, can be made a powerful spiritual lesson in the eternal struggle between the good and evil forces in mankind. Superficially *Hail the Conquering Hero* is a hilarious farce, but discussion can uncover the biting satire that exposes the corrupt politician.

Since You Went Away can serve to bring understanding to those who have been spared the loneliness and heartaches of the women whose men fight this war. It can serve also to give inspiration and courage to those who are bearing this burden.

Janie is an example of a film that without discussion is dangerous for the teen-aged, for Janie always outwits her father. The disregard of social conventions, if imitated, might lead to disasters greater than befell Janie.

The documentary type of short feature presents subject matter that is also excellent for discussion.

Americans All sincerely states the case of the spread of racial and religious prejudice and what is being done about it. This picture should be seen by every American.

They Fight Again shows the effective and scientific methods now employed in rehabilitating wounded soldiers through the long, tedious process of getting back into industrial life.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Goin' to Town—RKO. Direction, Leslie Goodwins. Light, slow-moving comedy, with the droll humor of Lum and Abner predominating. A trip by two stars to a New York night club provides occasion for some rhythm and dancing. Cast: Chester Lauck, Norris Goff, Barbara Hale, Florence Lake.

Adults	14-18	8-14
Fair	Fair	Fair

My Pal, Wolf—RKO. Direction, Alfred Werker. This is the simple yet dramatic story of a lonely little rich girl who is left by her busy parents to the care of a severe, unsympathetic governess and an AWOL war dog. The picture is especially well cast and appealingly and convincingly acted. Cast: Sharyn Moffett, Jill Esmond, Una O'Connor, George Cleveland.

Adults	14-18	8-14
Good	Good	Good

Practically Yours—Paramount. Direction, Mitchell Leisen. There is something typically American in this delightfully amusing comedy with its exceptionally good cast, its plausible though slightly wacky plot, and its high ethical tone. A ragged little dog adds much to the fun. The story is perhaps mature for children, but they will enjoy the comedy. Cast: Fred MacMurray, Claudette Colbert, Gil Lamb, Cecil Kellaway.

Adults	14-18	8-14
Excellent	Excellent	Excellent

San Diego, I Love You—Universal. Direction, Reginald Le Borg. A light, entertaining comedy presenting the funny side of present traveling conditions and the crowded housing situation in San Diego. The story concerns a small-town professor, turned



Skippy Homeier as Emil Buckner in
Lester Cowan's *Tomorrow the World*

inventor, and his five children. Edward Everett Horton is well cast, Eric Blore adds to the comedy, and the four young sons are natural and refreshing, while the one daughter supplies adolescent appeal. Cast: Edward Everett Horton, Louise Allbritton, Rudy Wissler, Donald Alan Davis.

Adults	14-18	8-14
Amusing	Amusing	Amusing

Sweet and Lowdown—20th Century-Fox. Direction, Archie Mayo. Diverting romantic musical comedy with a slight but pleasing story and entertaining music by Benny Goodman and his orchestra. Cast: Benny Goodman and his orchestra, Linda Darnell, Lynn Bari, Jack Oakie.

Adults	14-18	8-14
Diverting	Entertaining	Entertaining

Tomorrow the World—Cowan-United Artists. Direction, Leslie Fenton. A tribute to the American home and school and their democratic teaching of integrity and fair play might be the purpose of this exceptionally strong story. We grow to understand more clearly the problem confronting the world in the reeducation of Nazi youth when we see a twelve-year-old German lad, who has been reared in the Nazi belief in Aryan superiority and the hatred of other races and who is firmly imbued with the demoniacal cruelty of Nazi doctrine, come to live in a typical American home and to attend an American school. An entertaining, thought-provoking film adapted from the stage play; a competent cast of stars supported by a number of very talented children. Cast: Fredric March, Betty Field, Skippy Homeier, Joan Carroll, Agnes Moorehead.

Adults	14-18	8-14
Outstanding	Outstanding	Outstanding

FAMILY

(Suitable for children if accompanied by adults)

Babes on Swing Street—Universal. Direction, Edward Lilley. Light-weight comedy with music that will appeal to the younger generation and a group of talented youngsters in a hodge-podge of specialty acts hung on a thread of inane story. Leon Errol and Andy Devine supply much of the comedy. Cast: Leon Errol, Peggy Ryan, Ann Blyth, June Vincent.

Adults	14-18	8-14
Matter of taste	Mediocre	Mediocre

Dangerous Journey—20th Century-Fox. Direction, Armand Denis and Leila Roosevelt. Narration written by Charles de Grandcourt; spoken by Conrad Nagel. A well-photographed feature-length travelogue that moves through Africa and Burma, showing some of the customs of the Burmese and the habits and ceremonies of the African tribes. The film is very dramatic and there are many interesting close-ups of strange wild life. A snake-charming scene, though fascinating and unique in pictures, is extremely tense.

Adults	14-18	8-14
Excellent	Excellent	Tense

The Doughgirls—Warner Brothers. Direction, James V. Kern. Ultramodern farce-comedy, sophisticated and sparkling—with crowded Washington as the setting. The cast is all good and the backgrounds are lavish. The story, based on the mixed-up marriages of three couples, is gay and amusing but never becomes crude. Cast: Ann Sheridan, Alexis Smith, Jack Carson.

Adults	14-18	8-14
Good	Good	Mature

Lost in a Harem—Metro-Goldwyn-Mayer. Direction, Charles Reisner. This broad comedy, set in an oriental harem, employs all the usual Abbott and Costello hokum. Ethically harmless, pretentiously staged, it emerges as just another Abbott and Costello picture that will probably be greatly enjoyed by their fans. Cast: Bud Abbott, Lou Costello, Marilyn Maxwell.

Adults	14-18	8-14
Matter of taste	Possibly	Possibly

Rainbow Island—Paramount. Direction, Ralph Murphy. Farce-comedy, filmed in exquisite technicolor, with a background of beautiful girls, Hawaiian music, and bizarre scenes. The fantastic story is well told and has a unique ending. The action is fast, the suspense maintained, the comedy amusing, and the music pleasing. Cast: Dorothy Lamour, Eddie Bracken, Gil Lamb, Barry Sullivan.

Adults	14-18	8-14
Entertaining	Entertaining	No

She's a Soldier, Too—Columbia. Direction, William Castle. This is a warm, human, social drama with a plot based on present housing conditions; interesting Victorian settings. It has a well-written story, good direction, and a pleasing cast. Beulah Bondi is convincing in the leading role. Cast: Beulah Bondi, Nina Foch, Jess Barker, Percy Kilbride.

Adults	14-18	8-14
Good	Good	Mature

Tall in the Saddle—RKO. Direction, Edwin L. Marin. A romantic story with Western settings and action revolving around a plot (uncovered by the clever detective work of the rightful heir) to obtain possession of a wealthy ranch. The picture is well photographed, there is sufficient suspense to hold interest, and the acting is convincing. Cast: John Wayne, Ella Raines, Ward Bond, George "Gabby" Hayes.

Adults	14-18	8-14
Good	Good	Exciting

When the Lights Go On Again—PRC. Direction, William K. Howard. A moving and timely drama of the heartbreaking adjustments that must be made, both by the physically and mentally shaken servicemen and by their families. Most of the acting is convincing and the production is good. Cast: James Lydon, Regis Toomey, George Cleveland, Grant Mitchell.

Adults	14-18	8-14
Good	Good	Mature

ADULT

Pearl of Death—Universal. Direction, Roy William Neill. In this mystery Sherlock Holmes traps a monster and his master, thereby ending a series of gruesome murders. Well told for mystery fans. Cast: Basil Rathbone, Nigel Bruce, Evelyn Ankers, Miles Mander.

Adults	14-18	8-14
Good	Possibly	No

The Reckless Age—Universal. Direction, Felix Feist. A young girl, bored with her formal, restricted life in the home of her wealthy grandfather, runs away, upon her graduation from high school, and gets a job in a small-town store. The picture is entertaining but unethical. Cast: Gloria Jean, Henry Stephenson, Kathleen Howard, Chester Clute.

Adults	14-18	8-14
Entertaining	Not recommended	No

A WAVE, a WAC, and a Marine—Monogram. Direction, Phil Karlstein. An attempt to produce a sophisticated farce, with expensive settings and a good cast, fails and results in a series of completely stupid incidents (many of them slapstick) put together in a film without understandable plot. Cast: Elyse Knox, Sally Eilers, Alan Dinehart, Red Marshall.

Adults	14-18	8-14
Stupid	No	No

MOTION PICTURES REVIEWED IN OCTOBER ISSUE

JUNIOR MATINEE (8 to 14 years)

Atlantic City—Musical comedy with vaudeville acts, songs and dances of thirty years ago.

Gypsy Wildcat—A romantic Robin Hood tale.

Kismet—Fabulous old Bagdad, a riot of color, dancing, and magic.

Wilson—A motion picture of unusual value. Excellent entertainment.

FAMILY

Casanova Brown—Highly entertaining farce. Sophisticated.

Dixie Jamboree—Good cast but poor story. Showboat type music.

The Falcon in Mexico—Another Falcon mystery. Rather involved plot, romantic Mexican setting.

Greenwich Village—Colorful, tuneful, and amusing musical comedy.

Mademoiselle Fifi—Social drama set in the days of the Franco-Prussian War.

Maisie Goes to Reno—Light, fast-moving, amusing comedy.

The Merry Monahans—Pleasant, refreshing, well-staged but unpretentious.

Since You Went Away—Heart-warming story of American home life.

Till We Meet Again—A beautiful, romantic story with a background of war.

Wing and a Prayer—Well-presented war picture with an all-male cast.

ADULT

Arsenic and Old Lace—The popular stage play excellently adapted to the screen.

Barbary Coast Gent—A typical Wallace Beery story.

Bride by Mistake—Sophisticated, superficial farce.

In Society—Abbott and Costello slapstick.

The Liberation of Rome—A good depiction of the long, weary, tragic road that led finally to Rome.

Music in Manhattan—Entertaining songs and dances, unconventional situations. Farcical comedy.

(Continued from page 35)

tematic religious training. This is a serious situation, yet it is not hopeless, as Maryland P.T.A.'s have found out.

Late in 1939 certain leaders in religious education in Maryland presented a plan of weekday religious education to the parent-teacher association in Linthicum Heights, Anne Arundel County. In the course of the discussion the parents began to realize that the short session of the Sunday church school was by no means adequate for religious training. They realized, too, that there were many children who did not attend any church or Sunday school. A weekday class would provide these children with some religious training, meager though it might be.

Therefore the Linthicum Heights P.T.A. endorsed the program outlined by the Council of Churches and Christian Education of Maryland and Delaware. Shortly afterward, the Anne Arundel County Board of Education granted schools permission to release the children from their classes for the new program of instruction. The board required that the teachers in this religious work meet the same educational standards as the teachers in the public schools.

A local committee arranged for cooperation among the schools, the local churches, the parents, and the State Council of Churches. The signature of the parent was required to release the child to attend the weekday classes in religion, which commenced in February 1940 in the fourth and fifth grades and have continued ever since.

The classes are held in a schoolroom in one of the local churches. The instruction is financed by contributions from the churches, members of the community, and local organizations. The cost of conducting four classes one day a week throughout the public school year is \$400. The state has no control over the teaching or the teachers. No child is compelled to attend.

It is not conceded that these weekday classes are sufficient for a complete program of religious education. However, an hour's training a week is better than none at all. In 1943-44 this religious education program was conducted in four Maryland counties, with an enrollment of 900 pupils of whom approximately 25 per cent attended no Sunday school. In one county alone there has been a request for three full-time trained teachers.

We are warned today by educators, churchmen, and sociologists of threats to our democracy. By giving a place in education to the fourth R, religion, we can educate our children to exercise self-control and to develop that inner discipline which is the basis of a democratic government.

—HAZEL F. MUCHOW

Contributors

LYLE W. ASHBY, whose name ranks high throughout the field of school education, is the assistant director of the Division of Publications of the National Education Association. His outstanding work on American Education Week and other projects has well fitted him to examine existing educational programs and to indicate the changes that must be brought about if we are to have a better world after the war. Dr. Ashby is the father of three children and an active member of his local P.T.A.

MAY LAMBERTON BECKER, the Reader's Guide of the *New York Herald Tribune's* "Books," is everywhere recognized as one of the nation's foremost authorities on children's books. Prominent in all important affairs related to juvenile literature, Mrs. Becker is especially interested in the "Books Across the Sea" movement of which she is the selection coordinator. Parents will enjoy her *Choosing Books for Children* and *Growing Up with America*.

JOSEF G. CAUFFMAN, well known in his challenging field, has been superintendent of the Michigan School for the Blind for the past ten years. His development of the nursery school program for mothers and blind babies discussed in his article has attracted nation-wide attention. In February he will assume the superintendency of the Pennsylvania Institution for the Instruction of the Blind. Since 1938 he has been secretary-treasurer of the American Association of Instructors of the Blind.

FRANK S. ENDICOTT, distinguished educator, has been assistant professor of education at Northwestern University and since 1942 its director of placement. Dr. Endicott is in great demand as a lecturer on guidance, counseling, and placement. His published works include *One Hundred Guidance Lessons* and numerous articles. He is a past president of the National Institutional Teacher Placement Association and a member of many other professional organizations.

CAROLINE MYERS, whose understanding of children has made her intimately known to parent-teacher members, was for many years a specialist in parent education for the Family Health Association of the Cleveland Welfare Foundation. A popular lecturer and writer, Mrs. Myers is also associate editor of *Children's Activities* and co-author with her husband, Garry Cleveland Myers, of a number of books on child development.

BONARO W. OVERSTREET, eminent poet, essayist, and critic, has for several years chosen to devote her pen to the cause of democracy. She is generally conceded to be one of the nation's outstanding adult educators and as a lecturer on various phases of life and literature is widely sought after by social and civic groups.

HELEN BRENTON PRYOR, M.D., noted pediatrician, is a professor of hygiene and women's medical supervisor at Stanford University. She also holds the position of visiting pediatrician at the Children's Hospital in San Francisco. Dr. Pryor has two children who no doubt are somewhat responsible for the unusual insight contained in her book *As the Child Grows*, frequently referred to in this Magazine's preschool study course.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Charles E. Howell, professor at Northern Illinois State Teachers College and state juvenile protection chairman, and Mrs. Theodore Gleichman, president, Illinois Congress; Mrs. J. F. Lukovsky, council president, and Mrs. Charles A. Snyder, president, Nebraska Congress; and Mrs. W. J. Muchow, president, Linthicum Heights Parent-Teacher Association, and Mrs. Stanley G. Cook, president, Maryland Congress.